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ABSTRACT

This issue of "The Native Scholar" is comprised entirely of the annual report of Catching the Dream (CTD), an organization that awards scholarships to Native American students and grants for improving Native American schools. CTD scholarship programs are described, as are scholarships in general and how to find them. Fourteen scholarship websites are listed. Summer programs for Indian students are listed with contact information. CTD operates six grant programs for schools--a reading award program, Native educator scholarships, math and science teaching, golden star attendance, southern California school improvement program, and the Mead Foundation scholarship directory. The outcomes of each of the five programs operated in 2001 is described, and program descriptions and applicant requirements are given for those applying for the next round of grants. Casino, tribal, foundation, and corporation supporters of CTD are listed, and a new endowment is announced. Past winners of CTD's exemplary program award are listed, and nomination procedures are described for it and CTD's other two awards--principal of the year and counselor of the year. The CTD's seventh annual Exemplary Institute, which showcases exemplary educational programs for Indian students is announced. CTD directors, scholarship students who graduated, endowed scholarship winners, and the 227 current scholarship recipients are listed. Research reports published by CTD, 16 exemplary programs in Indian education, and professional programs for Indian students are briefly described. Financial statements are presented, and 57 scholarship directories and books about the college application process are listed. (TD)

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The Native Scholar

Fall 2001

Scholarships and School Improvement

Snow Cone Girl II

ANNUAL REPORT OF CATCHING THE DREAM

ED 474 756

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Office of Educational Research and Improvement
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SUBMISSION OF MANUSCRIPTS

We encourage the submission of articles about personalities, problems, schools, colleges, issues, and success stories in Indian education. Use the Associated Press Style Manual guidelines. Articles should be in general one-quarter page or shorter. Only major articles should be one-quarter page or longer. If you have questions, call the Editor, Dr. Dean Chavers, at (505) 262-2351, or e-mail at NScholarsh@aol.com.

Please include a head-and-shoulders shot in black and white of the author and a biography of 75 words or fewer. Please include your address and phone number with each article. There is no limit to the number of articles one author may submit for each issue.

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Editor and Publisher: Dean Chavers, Ph. D.

ABOUT THE ARTIST

Ruthe Blalock Jones (Indian name Chu-Lun-Dit) (Delaware/Shawnee/Peoria) is the artist who painted the delightful "Snow Cone Girl" 20+ years ago and the later "Snow Cone Girl II" recently. The latter painting graces our front cover courtesy of Ms. Jones.

Ruthe is the Art Director at Bacone College. She studied under the late master Dick West. After establishing herself as an independent artist, she was attracted to come back to Bacone as the Director of the Art Department during the Bacone Centennial in 1979.

After finishing at Bacone, Ruthe earned her BFA in Painting at the University of Tulsa. She later earned her MFA in Fine Arts from Northeastern State University.

Ruthe has won many honors over the years. She is listed in Who's Who of American Art, and Who's Who of American Women. She won the "Best of Show" at the 1991 Tulsa Indian Summer Fest. In 1993 she won "Best of Show" at the Philbrook Museum in Tulsa. Also in 1993 she won the Governor's Art Award for the State of Oklahoma. In 1994 she won the Crumbo Memorial Award at the SWAIA in Santa Fe. She was the 1995 Woman of the Year for the Oklahoma Federation of Indian Women. She has won both the Jack Kilpatrick Award and the Dick West Award from Bacone College.

She serves on numerous foundation boards, advisory boards, and as a juror for art shows. We are very privileged to have her work to grace our cover. All her work is Indian subject matter.

KAISER FOUNDATION HEALTH POLICY PROGRAM

The Henry J. Kaiser Family Foundation has awarded fellowships for the past three years to health policy advocates who are outstanding in their fields. They must have made their career in health and welfare related fields and have shown a strong interest in health policy.

The fellowship provides an annual stipend of $40,000, a housing stipend, and travel expenses. The program runs from January to December. Fellows must make a commitment to work the entire year in Washington, DC, and usually have to take a leave of absence from their current jobs.

The Fellows for calendar year 2001 are Ms. Josie Atcitty (Navajo), Ms. Stacey L. Ecoffey (Oglala), and Ms. Barbara Finkbonner (Lummi).

Fellows work with Congressional and Executive branch offices to learn first hand how policy works. To request an application contact Ms. Priya Helweg, Program Manager, Native American Health Policy Fellowship Program, The Henry J. Kaiser Family Foundation, 1450 G Street, N. W., Suite 250, Washington, DC 20005, phone (202) 347-5270, or fax (202) 347-5274.

FROM THE DIRECTOR

FY 2001 was a rough year for CTD. We had a staff reduction for the second time in our history.

But for every down side there is an up side. The number of scholarships we will make this year will actually increase by 20! See the article about new grants on page 30 for information about our new scholarship sponsors.

We want scholarship recipients, tribes, sponsors, schools, and alumni to know the importance of our second mission—improving schools. This second mission is succeeding beyond our wildest dreams.

We knew 15 years ago that Indian parents and students wanted the best possible education. We knew also that schools did not have that same orientation. Unfortunately, most people in Indian schools do not believe Indian students can succeed in college.

They carry out this self-fulfilling prophecy by steering Indian students into bonehead courses, telling them they should not plan for college, and in general steering them toward failure.

But an increasing number of school people now see what Suzanne Benally of AISES calls the "genius of the Native intellect." They are beginning to realize that Indian students are the brightest people in the world. They are also starting to realize that these students live in a different culture than middle class Anglo culture. And they are starting to realize that trying to remake these students into copies of themselves will not work.

They are also starting to realize that they, the teachers, need to be educated themselves into at least a little understanding of the culture of their students. In one school I visited 15 years ago, **NONE** of the teachers could even say "Hello" (Ya aht aye) in the Native language. They had no contact at all with the parents of their students. They were like an occupying army of missionaries come to save the savage heathen.

This attitude is slowly disappearing. Its effects have been disastrous. But let's look at the bright side, what has been accomplished so far.

- CTD has produced 370 graduates. All these graduates are working—100% employment! If we had produced ten times as many, the results would be the same. Indian Country is starving for trained professionals.
- There are now 20 Exemplary Programs in Indian Education. Fifteen years ago there were none. One of these schools, Navajo Prep, has sent 100% of its graduates on to college for three consecutive years!
- CTD has implemented (with help from grants and endowments) six grant programs to help schools improve. They are described on page 14. These programs are bringing about changes that will be meaningful and long lasting.

Let's continue to work toward opening doors to higher education for Native students.

CTD SCHOLARSHIP PROGRAMS

CTD has three scholarship programs—the MESBEC program, the NALE program, and the TBM program.

The **MESBEC** program is the oldest CTD program. The six priority fields are math, engineering, science, business, education, and computers. Science includes all the medical fields. These fields are the ones in which tribes need graduates the most, and the fields in which there are the fewest Indian graduates.

The **Native American Leadership in Education (NALE)** program is for Native students who are paraprofessionals in Indian schools, and who plan to complete their degrees in education, counseling, or school administration. Since only 7% of teachers in reservation schools are Indians, the need for more Indian teachers is huge.

The [WMS Gaming Inc.] Tribal Business Management [(TBM)] scholarship is for students in business who plan to work in casino and economic development for tribes. WMS Gaming Inc., one of the leading companies in the gaming industry and supporter of Native American economic initiatives, has pledged its support of the scholarship over the next five years. President and CEO of WMS, Brian R. Gamache comments on the company's decision to fund the program. "WMS proudly provides these dollars in our effort to give back to the Native American community. Our pledge of support does not stop with the check we will write, it continues with our commitment to building a website for the Catching the Dream TBM program and on-going fundraising efforts to build the scholarship fund."

Students applying to any of these three programs are required to apply for **all other sources of funds,** write a comprehensive essay about themselves and their plans, and provide proof of high school completion, college admission, and tribal enrollment.

"All other sources" includes federal financial aid, tribal scholarships, private scholarships, loans, and grants. The search for scholarships must be exhaustive, using the internet, printed scholarship directories, and identification of scholarships sponsored by civic groups in the local community (see page 8).

The world of scholarships is not equal. Certain fields are much more popular than others. Engineering students can find 40 or more scholarship sources. Medical and business students can find up to 25. Education students can find up to 20, as can social science students. Liberal arts students will do well to find 10.

The range of CTD scholarships is from $500 to $5,000 per year. The scholarships are based on merit, not need. Competition is very intense now, with only 65% of students winning in the Fall 2001 competition.

All applicants use the same application form. Students must be attending college full time. The colleges they attend must be in the U. S. and be fully accredited. Students who are awarded scholarships never have to apply again; the scholarships are for life. Study must be at the college level, and can range from bachelor's degrees to postdoctoral study.

Students in all grades must have excellent grades, high ACT or SAT scores, some work experience, a track record of leadership, and a strong commitment to their Indian community.

SCHOLARSHIPS IN GENERAL

There are between 50,000 and 100,000 scholarships in the U. S. No one knows exactly how many there are, and there is no one place, we hate to tell you, to locate all the ones for which you are eligible. (See page 8 for information on how to search for scholarships.)

Indian students should not restrict themselves to Indian-only scholarships. These scholarships are less than one-tenth of one percent of the money. You are eligible for them, but you are also eligible for the other 50,000+ scholarships that are available. Angel Ragins, the champion of scholarships, found 200 scholarships for herself, applied to all of them, and won all of them! Her total: $315,000 in scholarship monies. *(Source: Parade Magazine, Sept. 15, 1991)*

The following scholarships are just a sample of those that are of interest to our students.

The **Educational Communications Scholarship Foundation** will make 250 scholarships this coming year to high school students with a GPA of B or better and to college students with a GPA of B+ or better. All requests for applications must include the student's name, permanent home address, city, state, zip code, name of current college or high school, GPA, and year in school. Contact ECS Foundation, P. O. Box 5012, Lake Forest IL, 60045-5012, fax (847) 295-3972, e-mail scholar@ecsf.org.

The **A. T. Anderson Memorial Scholarship Program** is for Indian students who are in the fields of engineering, chemistry, and geology. The program is administered by the American Indian Science and Engineering Society. Candidates must be an AISES member. The award is for $1,000 a year. Contact Ms. Shirley LaCourse at AISES, 2201 Buena Vista, S. E., Suite 301, Albuquerque NM 87106, phone (505) 765-1052, fax (505) 765-5608, aiseshq@aises.org.

The **Business and Professional Women's Foundation** has four scholarships for women. The **Career Advancement Scholarship** is for women 25 and older. The **Clairol Scholarship** is for women 30 and older. The **New York Life** program is for women in undergraduate health careers. **The Avon Products Scholarship** is for women heads of household with dependents. Contact BPW Foundation, 2012 Massachusetts Ave NW, Washington DC 20036, phone (202) 293-1200.

The **National Institutes of Health** (NIH) has scholarships of up to $20,000 a year for undergrads who are committed to a career in biomedical research. Minorities are especially welcome. Contact the Undergraduate Scholarship Program at phone 1-800-528-7689, e-mail ugsp@nih.gov. Their web site is http://ugsp.info.nih.gov.

Indian students, get your list of scholarships done by the time you start your senior year of high school. You can attend any college in the U. S. that will admit you, and pay for it with scholarships, if you try hard enough. You must have the grades, the GPA, the extracurricular activities, the leadership, etc.

SUMMER PROGRAMS FOR INDIAN STUDENTS

There are many summer programs for Indian high school students to start to learn their way around college campuses. We **highly recommend** students to find ones that are appropriate to them and attend.

Start as early as the sixth or seventh grade. Attend not just one, but two or three—the more the better. Many of the summer programs have their own funding, and students can attend practically free.

The following list will give students and parents some leads on the summer programs to have their students attend.

- Mr. Tom Hardy, Director
  Headlands Indian Health Careers
  University of Oklahoma
  Norman OK 73071
  (405) 271-2250, 436-7031

- Ms. Connie Wauneka, Director
  Nizhoni Camp
  Northern Arizona University
  Flagstaff AZ 86011
  (520) 523-2761

- Ms. Leisha Conners Bower, Director
  American Indian Upward Bound
  Campus Box 146
  University of Colorado
  Boulder CO 80302
  (303) 492-6134

- Ms. Abby Eller, Director
  Summer College
  Cornell University
  B-12 Ives Hall, Box 126
  Ithaca NY 14853-3901
  (607) 255-2000

- Ms. Jane Schoenfeld, Director
  Summer Odyssey
  Brandeis University
  Box 9110, 415 South St.
  Waltham MA 02254-9110
  (617) 736-2000

- Mr. Phillip Bovet, Dean
  Summer Program in Science (women only)
  Radcliffe College
  10 Garden St.
  Cambridge MA 02138
  (617) 495-8185

- Mr. Kenneth Veronda, Headmaster
  Southwest Adventures
  Southwest Academy
  Beaver Creek Ranch Campus
  Rimrock AZ 86335
  (520) 567-4581

- Mr. Carroll Busselen, Director
  Young Scholars Program
  Calif. Polytechnic State University
  San Luis Obispo CA 93407
  (805) 544-6777

- Mr. Eric Vann, Director
  Summer Program for Minorities
  New Mexico Technical Institute
  P. O. Box 8, Campus Station
  Socorro NM 87801
  (505 835-5208

- College Horizons Program
  Ms. Diane Grumpler, Headmaster
  Native American Preparatory School
  P. O. Box 160
  Rowe NM 87562-0160
  (505) 474-6801

- Ms. Cathy Abeita, Director
  American Indian Science and Engineering Society
  TRIBES Program
  2201 Buena Vista St. Suite 301
  Albuquerque NM 87106
  (505) 765-1052

- Ms. Priscilla W. Marquez, Director
  Kellogg/EFA American Indian Bridges Program
  New Mexico State University
  C/o Sociology/Anthropology, MSC 3BV
  P. O. Box 30001
  Las Cruces NM 88003-8001
  (505) 646-3610

- Mr. Richard Barth, Director
  Capstone Summer Honors Program
  University of Alabama
  P. O. Box 870110
  Tuscaloosa AL 35487-0110
  (205) 348-6380

- Director
  U. S. Space Camp and Academy
  One Tranquility Base
  Huntsville AL 35807
  1-(800) 637-7223

- Ms. Mary Jo Myers-Filip, Director
  The Fenster School of Southern Arizona Summer School
  The Fenton School
  8500 E. Ocotillo Drive
  Tucson AZ 85715

- Director
  The NSF Summer Science Program
  Pomona College, The Thatcher School
  Ojai CA 93023
  (805) 646-4377

- Ms. Carol Christmas, Secretary
  Foothill Summer Youth College Programs
  Foothill College
  12345 El Monte Road
  Los Altos Hills CA 94022-4599
  (415) 949-7612

- Ms. Lucinda Corraza, Director
  The Johns Hopkins University Center for Talented Youth
  The University of Redlands
  1200 Colton Avenue
  Redlands CA 92374
  (301) 338-8427

- Ms. Anna Sacks, Director
  Marlborough Summer School
  250 S. Rossmore Ave.
  Los Angeles CA 90004
  (213) 935-1147

- Mr. Andrew Lisac, Director
  Stanford Summer College for High School Students
  Stanford University, Bldg. 1, Room 2B
  Stanford CA 94305-2074

- Director
  Summer Discovery Program
  University of California
  405 Hilgard Avenue
  Los Angeles CA 90024
  1(800) 465-6611

- Mr. William Hassell, Director
  Cheshire Academy Summer Session
  Cheshire Academy
  10 Main St.
  Cheshire CT 06410
  (203) 272-5396

- Ms. Susan Eldert, Director
  Summer Program
  Choate Rosemary Hall School
  Box 788
  Wallingford CT 06492
  (203) 284-5365

- Ms. Anne Pierce, Director
  Connecticut Young Scholars Program
  College of Engineering
  University of Hartford
  200 Bloomfield Ave.
  Hartford CT 06117
  (203) 243-4849

- Ms. Elaine Yaffe, Assistant Dean
  Colorado College
  14 E. Cache la Poudre St.
  Colorado Springs CO 80903
  1 (800) 243-8520

- Dr. George Betts, Director
  Summer Enrichment Program
  University of Northern Colorado
  Greeley CO 80639
  (303) 351-2683

- Ms. Ann Krohn, Assistant Director
  Young Scholars Summer Session
  University of Colorado
  Campus Box 73
  Boulder CO 80639
  (303) 492-5421

- Mr. Richard Groter, Director
  Ambassador Program
  South Kent School
  40 Bull's Bridge Road
  South Kent CT 06785
  (203) 927-3530

- Mr. Steven Ostrander, Coordinator
  Smithsonian Institution
  Summer Program
  1163 Smithsonian District
  Washington DC 20560
  (202) 357-3049

- Mr. Richard D. Hughes, Jr., Director
  Hotchkiss Summer Program
  The Hotchkiss School
  Lakeville CT 06039
  (203) 435-0410

- Ms. Jill Curler, Associate Director
  Yale Summer Program
  Yale University
  53 Wall St., Box 2145, Yale Station
  New Haven CT 06520
  (203) 432-2430

- Ms. Martha Collins, Coordinator
  Summer Program
  University of Delaware
  325 Hullihen Hall
  Newark DE 19716
  (302) 451-2852

- Director
  Summer Academic Program
  The American University
  University Programs Advisement Center
  440 Massachussetts Avenue, NW
  Washington DC 20016

- Ms. Emma Arrington, Director
  College Preparatory Program
  Georgetown University
  37th and O Streets, NW
  Washington DC 20057
  (202) 687-5719

- Ms. Teresa A. Argo, Coordinator
  Explorations Summer Program
  Iowa State University
  College of Science and Technology
  W172 Lagomarcino Hall
  Ames IA 50011-3180
  (515) 294-1772

- Director
  High School Honors Program
  Boston University
  755 Commonwealth Avenue
  Boston MA 02215
  (617) 353-5124

- Dr. Elizabeth Hewitt, Director
  Secondary School Students Program
  Harvard University
  20 Garden St.
  Cambridge MA 02138
  (617) 495-3192

- Director
  Emory Summer Scholars Program
  Emory University
  Admissions Office
  Atlanta GA 30322
  (404) 727-6036

- Ms. Normandy Zagorski, Director
  Women in Science and Engineering (WISE)
  Illinois Institute of Technology
  10 West 33rd St.
  Chicago IL 60616
  (312) 567-3025

- Mr. Arno Wittig, Dean
  Honors College
  Summer Program
  Ball State University
  2000 University Avenue
  Muncie IN 47306
  (317) 285-1024

- Ms. Donna L. Enersen, Coordinator
  Leadership Institute
  Purdue University
  South Campus Courts, Bldg. G
  West Lafayette IN 47907
  (219) 844-0520

- Ms. Teresa A. Argo, Coordinator
  CY-TAG (Challenges for Young, Talented, and Gifted)
  Iowa State University
  College of Science and Technology
  W-172 Lagomarcino Hall
  Ames IA 50011-3180
  (515) 294-1772

- Ms. Melodie Dower, Registrar
  Future Astronaut Training Program
  Kansas Cosmosphere and Space Training
  1100 N. Plum St,
  Hutchinson KS 67501
  1 (800) 397-0330

- Mr. Arnie Singal, Director
  Exploration Summer Program
  Wellesley Exploration School, Inc.
  Wellesley MA 02181
  (617) 235-0320, ext. 2089

ADVOCACY INSTITUTE AWARD

The Advocacy Institute announced in July, 2001 the initiation of its newest program, *Leadership for a Changing World.* Twenty exemplary leaders and leadership groups will be chosen in each of the next three years to receive the award. In the first year, the Institute received over 3,000 nominations.

All awardees will receive $100,000 to advance their work and an additional $30,000 for supporting activities.

The Advocacy Institute is the leading trainer of public interest advocates in the world. Their work in the past year has focused on advocacy work in China, Namibia, Indonesia, and Palestine, as well as on Indian reservations in the U. S.

The Ford Foundations selected the Advocacy Institute as a partner in the *Leadership for a Changing World* program at the end of 1999. The program is designed to recognize, on a national level, exceptional social justice leaders who are not well known outside of their local communities. The winners receive financial support for the continuation of their work.

Nominees thus far have included advocates for a wide variety of social justice issues, including migrant and immigrant workers' rights, incarcerated women's legal rights, AIDS education, and environmental protection.

For more information, contact the co-directors of the Advocacy Institute—David Cohen, Kathleen D. Sheekey, and Michael Pertschuk at The Advocacy Institute, 1629 K Street NW, Suite 200, Washington DC 20006-1629, (202) 777-7575, fax (202) 777-7577, e-mail info@advocacy.org, web www.advocacy.org.

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HOW TO FIND SCHOLARSHIPS

As you will find repeated elsewhere in this issue, there are over 50,000 private scholarships in the U. S. Students who are over the $30,000 limit for family income for Financial Aid have to rely on these sources for much of their college expenses.

Unfortunately, Indian students in general do not even know about private scholarships. This is not surprising, since we have calls on a daily basis from high school counselors, college counselors, Financial Aid staff, principals, parents, superintendents, and others who do not know about scholarships.

Private scholarships for a long time were the province of the rich, the well-to-to, and the politically connected. Sons and daughters of college faculty, for instance, had access to knowledge of how to land scholarships.

After World War II, however, higher education and scholarships have grown to a much bigger size than anyone could have imagined in 1940. Under 10% of 18-year-olds in 1940 went on to college. Today 67% go on to college.

The number of scholarships and the nature of scholarships have changed accordingly. They are no longer the province of the rich Anglo part of the population. More and more of them actively reach out to ethnic minority populations, whom they have traditionally underserved in the past.

There are three ways to find scholarships: (1) on the internet, (2) using scholarship directories, and (3) in your local community.

THE INTERNET. More and more scholarship web sites are coming online today. (See following article.) Unfortunately, none of them has even close to a comprehensive database of all the more than 50,000 scholarships in the U. S. The serious searcher will find, however, that the internet is invaluable. You can expect to find 25% to 50% of all your eligible scholarships on the internet.

SCHOLARSHIP DIRECTORIES. There are over 700 different scholarship directories published in the U. S. Most of them are highly specialized, such as scholarships for international study, or for athletes, or for musicians. Only a handful have comprehensive information. (See pages 13 and 31.)

Your high school library should have a set of the half-dozen or so of the comprehensive directories. If it does not, put in a written request to your librarian to buy them **right away**. Be persistent. The whole set can be had for $300 or less. Look elsewhere in this issue for how your high school library can apply for a free set paid for by the Mead Foundation Scholarship Directory Project (page 30).

If your high school library does not have a set of scholarship directories, your nearest college library should have a set. When you find them, use the index in the back of the books to look under every possible category for scholarships for which you are eligible. For instance, if you are majoring in biology, look under science, biology, Native Americans, American Indians, health sciences, women (if you are a woman), minorities, your state, etc. You will find 50% or more of your scholarships from directories.

YOUR COMMUNITY. Many of the civic clubs and companies in your community have scholarships. The Elks, the Soroptimists, the Lions, the Moose, the VFW, the DAR, Wal Mart, K Mart, churches, and many others, have scholarship programs. One of our students, Kristin Birkenfeld, who is now a math teacher in Shawnee OK, found 15 scholarships in her local community! You should find 25% or more of your scholarships in your local community.

Put the ones you find in a chronological database. **DO NOT** write letters to all of them at one time. Write to each one eight weeks before its deadline requesting information and an application. If they have a March 30 deadline and you contact them in September, do not expect to get a response. They are mostly unpaid volunteers, in business only a small part of the year, three to four months.

If you do not hear from them within three weeks, contact them again. If you still do not hear in another two weeks, start to panic. Call, fax, and e-mail them every day requesting the application packet. Try to make sure you have it with three weeks to go.

Most of them will want an essay from you. Make this the best piece of writing you have ever done. We will help you with this process. Send me your essay for a free critique.

Dean Chavers

INTERNET SCHOLARSHIP WEBSITES

There is a wide variety of web sites to find scholarships these days. The list here will surely be obsolete or incomplete within a year. But we publish it nevertheless, to give Native students a starting point.

www.fastweb.com
http://scholarships.kachinatech.com.scholarships.scholar3.html
http://www.free-4u.com/minority.htm
http://www.finaid.org/
http://www.back2college.com.scholar.htm
http://www.college-scholarships.com/100college.htm
http://www.acs.org/minorityaffairs/fanative/html#toc
http://www.isu.edu/departments/scholar/natame.htm
http://www.augsburg.edu/psych/schol_of_color.html
http://www.4scholarships.com
http://www.wrei.org/fellowships/index.html
http://cuinfo.cornell/.edu/Student/GRFN/list.phtml?category=WOMEN
http://www.nebhe.org/diversity/minority_info.html@ancohr564448
http://www/wilsonfund.org/mission.htm
www.fastap.org

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CTD GRANTS REPORT

CTD operated five grant programs in FY 2001. The outcomes of these programs are reported here.

READING AWARD PROGRAM

This program makes mini-grants of $1,000 each to schools serving Native students. The program made 18 grants in FY 2001. This program is one of the most important in Indian Country. Indian students now read less than one library book per year each. CTD is convinced that heavy reading and a highly developed reading ability is essential to our mission. This program is supported by grants and endowed funds.

Sequoyah High School is operated by the Cherokee Nation in Tahlequah OK. It is a "contract" school; it used to be operated by the Bureau of Indian Affairs, but has now been contracted by the tribe. During the spring of 2001, the library used the RAP grant to start students reading classics.

A total of 11 students participated in the program. They read books and were tested on them. The top student passed tests on ten books, the second place passed nine tests, two students passed five tests, three students passed three tests, and four students passed one test each. The average number of books read per student was 3.8. Teachers gave them extra credit for each test passed.

The school plans to add to this program this year by expanding it to more students, adding more classic books to the library holdings, and working through more teachers.

Second Mesa Day School is located on the Hopi reservation in northern Arizona. The school serves students in grades K-6. There are 176 students in the school. They read 2,189 books in FY 2001, or 12.4 books each, during the year. The year before they read less than one book each for the whole year. After they read a book, they were tested on the book by a computer program to see how well they understood it. Their overall comprehension rate for the year was 73.6%.

"At the start of the school year, our overall reading level was grade level 2.3," stated the program director, Mr. Alban Naha. "At the end of the school year, our scores had increased to 2.9 grade level."

Fort Hall Elementary School is located on the Shoshone-Bannock reservation in Idaho. At the start of the year students were reading less than one book per week each. By the end of the year they were reading up to three books per week each.

The Radical Reading program involved 125 of the 185 students in the school. Heavy readers won up to two books each of their own. Many of their homes had no other books before the students brought these books home. They also won T-shirts saying "I am a Radical Reader—Fort Hall Elementary."

St. Mary's Mission School is located in Red Lake MN on the Red Lake Chippewa Indian Reservation. It has a student body of 80 Chippewa students in grades one through six. Teachers report that 25 of the 80 students made significant progress in reading as a result of the grant CTD made to them.

Crownpoint Elementary School is located on the Navajo Reservation in western New Mexico. There are 394 students in the school, ranging in age from four years to 12 years. Over 96% of the students are Navajo. Over 80% of the students (316 out of 394) are below the poverty level and thereby qualify for the federal free school lunch program.

The school is trying to get all students to read 20 minutes a day at school or at home. Before the RAP grant 65% of them were participating (253 students). After the grant they had a fantastic 91% participation rate! The number of books they read increased from 759 a week to 1,102.

The 394 students read 13,848 books in February, March, April, and May 2001, for an average of 35.1 books each in four months.

Smith Lake Elementary School is also located on the Navajo Reservation in western New Mexico. A total of 34 students took part in the reading program. Most of the students had no books, newspapers, and periodicals in their homes. The previous year they read very few if any books on their own.

In the program, they read an average of 10 books each. There were 25 fifth graders in the program, only 30% of whom were reading at grade level at the beginning of the year. At the end of the year, 55% were reading at grade level. The program purchased 234 books for students. Most of the books were given as prizes for students in the program.

"Before having incentives to work towards it was very difficult to get students interested in reading other than what they absolutely had to," wrote Ms. Judy Bolick, the Program Director. "Now I have students begging me to go to the library or to bring in books that they may read."

Andes Elementary School is in Lake Andes SD on the Yankton Sioux Reservation. The population is 80% Native American. There are 204 students in the elementary school, with 134 of them being Native American.

The program gave a reward of an honoring dinner to students who read a set number of library books. Some 101 Native students qualified for the honoring dinners during the year. The top winners won Star Reader jackets. The school district matched the $1000 grant with a matching amount of $1,403.20, giving a total of $2403.20 in reading program funds.

Martin L. Olson School is located in Golovin AK on the northwest tip of the United States, on the Bering Strait. It serves Inupiaq Eskimo students. All 50 students are Eskimo. All students qualify for the free breakfast and lunch program because their family incomes are so low.

The school was funded for two consecutive years in the Reading Award Program. As a result of the first year outcomes, the local community, the Chinik

Eskimo Community, pledged to match the RAP funds with an equal amount in FY 2001.

The school's program is called "Success for All." It aims to have all students reading on grade level by the third grade. A total of 35 students participated in the reading program. At the beginning of the year only 15% of students were reading on grade level. By the end of the year 29% were on grade level.

Lac Courte Oreilles Ojibwe School is located on the Lac Courte Oreilles Reservation near Hayward WI. The school has a total of 104 students in grades one to four enrolled. All of the students are Ojibwe.

They read a total of 5,157 books in FY 2001, for an average of 49.6 books each. All seven classrooms in the school participated. Some students read 200 or more books each during the year.

White Mountain School is located in White Mountain AK in the Bering Strait School District. The school has an enrollment of 70 Inupiaq Eskimos living on the Fish River. The school has no roads leading to it; only dog teams, planes, or boats can reach it.

They set out to have every child to read at least three books per week. The goal was to have all first and second grade students increase their reading ability by at least one grade level. They reached this goal. One second grader tested at fifth grade level!

They also set out to have all children reading at least 20 minutes each day, and succeeded in that. Most are reading more than 20 minutes a day. Parents have to listen to the students read and sign their sheets. Students were rewarded with their first trip to Nome.

Buckland Elementary School is located in Buckland AK on Kotzebue Sound. The school has received the RAP for two years in a row. The grant served a class of 14 Inupiat Eskimo students. They read a total of 83 books, or six each. The top student read 19 books. For some it was the first time they had read a book from beginning to end.

Lac du Flambeau Public School is on the Lac du Flambeau Ojibwe Reservation WI. The school serves 481 students in grades K-8, 96% of whom are Native Americans. This is the second year the school has been in the program.

Library circulation increased from 12,334 in FY 99 to 19,202 in FY 01—an increase of 56% in two years. The number of books per student has gone from 18 to 39 in this time. The gain in reading level went from seven months in FY 00 to nine months in FY 01.

The percentage of tests passed has gone from 57.8% in FY 99 to 72.1% in FY 01. A total of 41 students won top honors and prizes for reading the most books. Students are coming before school starts to read in the library, reading on the playground, and staying after school to read.

Camp Verde Elementary School is near the Yavapai Apache Reservation AZ. It serves 675 students in grades K-5. The Native population is 14% of the total student body.

A total of 66 students in grades 3-5 participated in the Reading program. Some 35 of the students (53%) now read at grade level or above. This is the second year the school has participated in the program. The numbers of books students read were:

- Third grade, 43.2
- Fourth grade, 26.1
- Fifth grade, 42.6

The **Circle of Life School** is on the White Earth Chippewa Reservation MN. The school serves 160 students from the tribe. All students are Native. The school is operated by the Tribe.

The school has been rewarding students for reading the past few years. Students who meet or surpass their goals are taken out for pizza. A total of 50 students earned pizza this past year. The 120 elementary students read a total of 971 books, or eight books each. The 40 high school students read a total of 586 books, or 15 each. Reading scores have increased by half a grade level in the past three years.

Martin Grade School is between the Pine Ridge and Rosebud Reservations SD. The two counties (Shannon and Todd) have been the poorest counties in the U. S. for several Censuses. The students in the project were 117 in grades 4-6. In the past year they had read less than half a book each.

The 110 students who ended the year in the project read 335 books, or three books each. The top student read 27 books. A total of 48 students read one book or more.

Navajo Preparatory School is the college prep institution of the Navajo Nation. It is owned by the Nation, and draws students from 67 different middle schools on the reservation. It has sent 100% of its students on to college for three years—1998, 1999, and 2000!

Despite the school's success in sending students on to college, it is not satisfied with its achievement. Student ACT scores are too low, and some students are not persisting in college.

A total of 23 students in grades 9-12 participated in a reading contest. The contest motivated some nonreaders to read books, and got heavy readers to choose challenging books. The students read a total of 71 books, or three books each. The top student read a total of 15 books.

The **Tucson Unified School District** in AZ has students from the nearby Tohono O'odham Reservation as well as other tribes. The reading program took 20 Native high school students and paired them with 89 kindergarten students in two schools on two reservations. The high school students were taught how to read to young children in advance.

The high school students read to the kindergartners and taught them literacy. The younger students also took books home to read with their parents. The 89 students took home 886 books, or an average of 10 each. The high school students also read 1,550 books to the students at school. Six of the younger students could read materials comparable to end of first grade by the end of the project. Another 15 students moved into the first grade level reading ability.

The **Cass Lake-Bena High School** is located on the Cass Lake Ojibwe Reservation MN. The student population is 75% Native American. Those in the program were the 275 students in grades 7-10.

In the previous year these students read 765 books, or 2.8 books each. Their average score on tests was 67.8% correct. During the grant period, students read 9.7 books each and their test scores were 77% correct.

We want to thank the Oakmead Foundation, the David and Shirley Allen Fund, the Gimprich Family Foundation, the AMB Foundation, and the GTE Foundation for adding to the CTD general fund to make the 18 RAP grants.

NATIVE EDUCATOR SCHOLARSHIPS

The NES program made seven grants to school districts totaling $60,000 in FY 2001. This program helps school districts to produce more Indian teachers.

Cheyenne Eagle Butte School is located on the Cheyenne River Sioux Reservation SD. This school is part of a consortium of nine reservation schools in the state providing college courses to Indian aides to help them earn teaching credentials.

They have run a Summer Institute for the past four years. This summer some 73 paraprofessionals completed the training and earned college credit.

The **Terrebonne Parish School Board** is located in Houma LA near the Houma Reservation. Only 13 of the teachers in the schools are Native, but 2,000 of the 19,000 students are Native. The school district is in the fifth year of a plan to prepare Indian aides to become teachers.

This year 10 aides were enrolled in the program. They have earned from three to 80 credit hours, with an average of 50 hours earned. Four of them have over 60 hours. All of them have plans to have earned their degrees and credentials by 2010.

Sanders Unified School District is located in AZ on the southern edge of the Navajo Reservation 30 miles west of Gallup. Most of the students are Navajo, but only a handful of the teachers are Navajo.

The District has helped eight Navajo aides to earn teaching credentials. This project helped another 15 aides to enroll in college and earn credits toward their degrees. They earned between six and 22.2 credit hours during the year. They earned a total of 186.4 units, or an average of 12.42 hours each.

Another 17 aides and support staff were also enrolled and either paid for the costs themselves or the District paid their tuition from its general fund. The 32 staff who are in preparation to become teachers is more than any other district in the area.

Westville High School is located 30 miles east of the Cherokee capital of Tahlequah in eastern Oklahoma. The District enrolled 11 Native students in its Teacher Cadet Corps during the school year. Students in the program interned as student teachers with elementary students for 18 weeks during the year.

The program is in its fifth year. All 11 of the Cadets enrolled for the year were graduated in May.

Whiteriver Unified School District is located on the White Mountain Apache Reservation AZ. The District has operated its Teacher Intern program for five years. The number of Indian teachers has been increased from six to 37 in this period. A total of four more local Apache teachers were added to the schools this year—Esther Sprengeler, Moñica Loas, Clara Lavender, and Gina Lacapa.

There are nine interns in the program. Three more of them were certified and started teaching in the Fall of 2001. The NES grant and district funds had a total of 28 teacher aides enrolled in college during the year.

The **Duckwater Shoshone Tribe** is located in Duckwater NV. The tribe operates its own school on the reservation, but has almost no Indian teachers. It plans to develop a full cadre of local Shoshone people as teachers for the school.

The NES grant helped two prospective teachers to earn college credits during the year. One of them will finish her degree in Fall 2001 and the other will finish in Spring 2002.

The **Zuni Public School District** is on the Zuni Reservation in western NM. A total of 11 Zuni teacher aides made progress toward their teaching certificates during the year. Another nine aides had support from district funds or other sources.

The 11 aides earned 149 credit hours, or an average of 13.5 hours each. The range was from three hours to 30 hours. Eight of the 11 have GPAs of 3.0 or higher, the highest being 3.79. They have earned from 31 to 133 hours, with the average being 75 hours. At their rate of progress, five of them should finish their BA degrees within one to two years.

We want to thank Mrs. Lila D'Adolf, the AMB Foundation, and Ms. Rose McLeod for supporting this program in FY 2001.

MATH AND SCIENCE TEACHING

This program made seven grants of $5,000 each to Indian high schools to increase the number of Indian students enrolling in math and science classes. Many of the schools used the funds to purchase basic lab or science equipment. (We found in a national study last year ["Indian Students and College Preparation"] that 55% of Indian high schools do not have science labs.) These schools need to be upgraded to offer the latest math and science education.

Alamo Navajo Community School is located on the Alamo Navajo Reservation southwest of Socorro NM. It is a "contract" school operated by the tribal government.

The school used the MAST grant to develop a medical technology unit for advanced science classes. A total of 22 of the 120 students in the high school were enrolled in both the advanced science and the advanced math classes. Students did hands-on research and visited the UNM hospital.

The school will offer a Biology II course for the first time in Spring 2002. Over 65% of Anatomy students earned an A in the class, compared to only 40% last year.

Sequoyah High School is a contract school operated by the Cherokee Nation OK. It used the MAST grant to institute a new course in Environmental Science—the first time such a course has been offered by the School. Enrollment in Biology, the prerequisite course for Environmental Science, increased from 19 in the fall of 2000 to 33 in the fall of 2001.

Monument Valley High School is in the Kayenta Unified School AZ. The MAST grant was used to develop a new class in Data Analysis and Statistics. The class is for ninth graders who are not ready for Algebra I. The major item purchased was graphing calculators. A total of 138 students were trained on the use of the calculators.

Rehoboth Christian School is located in Gallup NM. They used the MAST grant to develop a physics lab in the high school—the first time the school has ever offered physics. Three Native students completed the class in the first year it was offered, and many more are expected to sign up for it this year.

The **American Indian Public Charter School** is in Oakland CA and is part of the Oakland Public Schools. The school was developed to deal with the very high dropout rate of Indian students, the low college entrance rates, and low test scores. Most Indian students enter the school with reading and math skills more than two grade levels below grade level. All students are expected to be ready for college upon graduation.

The MAST grant was used to develop a basic science lab, which is the first lab the school has had. A total of 52 students were enrolled in the school. All eighth graders will be enrolled in Algebra I this Fall, the first time this has happened. Daily attendance went from 72% year before last to 90% last year. Students from the school won the three top spots in a pre-algebra contest involving other Indian schools.

The **Yakama Nation Tribal School** is located on the Yakama Reservation WA. There are 90 Yakama students in the school. The MAST grant was used to add a chemistry lab and a Chemistry course to the school curriculum and to integrate algebra, geometry and trigonometry into the science curriculum.

The MAST grant was matched by a 20% gift from the Sargent-Welch company, giving a total of $5,600 to the project.

The number of students going on to college has been very low—one or two out of 15 graduates each year. The goal of the project is to raise the number much higher.

Wellpinit High School is located on the Spokane Indian Reservation WA. It has used the MAST grant to create an advanced placement Biology course to the curriculum. Much of the focus of the course is on hydrology and ichthyology. A total of 23 seniors were enrolled in the class last year.

The schools did not realize immediately the gains in student enrollment they projected. But they expect to see enrollments increase in future years.

We want to thank The Dibner Fund and Ms. Rose McLeod for supporting the MAST program in FY 2001.

GOLDEN STAR ATTENDANCE

Inchelium School District is on the Colville Indian Reservation WA. The District started an attendance improvement program in FY 98; the GSA helped the program move forward even more.

The attendance rate went from 81% in 1998 to 86% in 1999, to 86% in 2000, and to 89% in 2001. Some 25% of the student body each year win awards for perfect attendance. The District's goal is to increase this rate to 30% of the student body.

The **American Indian Public Charter School** raised its daily attendance rate from 72% in FY 2000 to 90% in FY 2001. The school's goal is to raise daily attendance to 95%.

We want to thank the AMB Foundation for supporting the GSA program this year.

SOUTHERN CALIFORNIA SCHOOL IMPROVEMENT PROGRAM (SCASIP)

The **Sherman Indian High School** is a boarding school in Riverside CA operated by the BIA. It has been in operation for over a century, and has recently started to upgrade its programs to become a college prep school.

The school used the SCASIP funds to develop a computer lab for freshman students. The five computers are linked to the internet, giving students the ability to research topics for papers. The library resources at the school are outdated and obsolete. The use of computers, which is the first time students at the school have had access to this technology, has enhanced the college preparation of students.

The **Santa Ysabel Band of Diegueno Indians** used the SCASIP grant to increase the number of their tribal members finishing high school and attending college.

The American Indian Recruitment (AIR) project mentored 25 students. A total of seven students finished high school in May—the highest total the tribe has ever had. Three of them enrolled in college and three others plan to go to college.

We want to thank the Pacific Life Foundation for supporting the SCASIP this past year.

APPLYING FOR CTD GRANTS

CTD grant applications (see page 14) are due December 15. To receive a grant application form, you must contact CTD directly and request the form. You can do this in person, by mail, by phone, by letter, and by e-mail. Be sure to include your name, address, phone, fax, and e-mail address.

CTD GRANT PROGRAMS

CTD operates six grant programs for schools. Foundations, corporations, and individuals who believe in the mission of CTD and who care deeply about opening doors of opportunity for Indian students support these grant programs.

Applicants must request application forms from CTD and complete them. An application form can be obtained from CTD by mail, phone, e-mail, in person, and by fax. The actual proposal must be no more than one page long.

The due dates for all awards will be Dec. 15. No overhead costs are allowed. All funds have to be spent for the benefit of students. All programs are subject to the availability of funds. Applicants should start their programs at the beginning of the year, and not wait until they have won the grant to start.

- The **Reading Award Program** (RAP) makes mini-grants of $1,000 a year to schools to provide incentives to Indian students to read more books. Funds can only be used to motivate students to read heavily, and to reward them for doing so. They can not be used for the purchase of books, the purchase of computers or reading equipment, and for staff training and travel.

  Applications for RAP awards must describe the students to be served, the reading habits of those students (including the number of books they read the year before), how the program will work, how the funds from RAP will be used, the background of the person in charge of the project, a description of the school, and a description of project objectives.

- The **Dibner Math and Science Teaching** (MAST) program makes grants of $5,000 each to Indian high schools to improve their math and science teaching. The goal of the program is to enroll more Indian students in math and science courses, and to enroll more Indian students in advanced classes.

  Applications must describe the present state of math and/or science teaching at the high school, including the numbers of Indian students enrolled in the target classes. They must also describe how the program will operate, give the background of the person in charge of the project, a description of the school, and a description of project objectives.

- The **Native Educator Scholarship** program is intended to produce more Indian teachers. Any school district that is already using its own funds to produce Indian teachers is eligible to apply for an NES grant.

- The **Golden Star Attendance Award** (GSA) is intended to improve daily attendance rates at Indian schools. Applications must document by grade level what the current daily attendance rate is. They must also spell out how they are going to increase it, describe the school, the student body, the project objectives, and the person in charge.

- The **Southern California School Improvement Project** (SCASIP) is for schools in Southern California to improve education outcomes for Native students. Eligibility is limited to schools, school districts, colleges, tribes, and nonprofit corporations in Southern California that serve Native students. The area of improvement to be addressed must be clearly defined. Information on the current level of the phenomenon within the target population must be provided, as well as the level of the phenomenon in a comparison or control group.

- The **Mead Foundation Scholarship Directory Project** (SDP) will make 50 grants of $300 each to Indian high school libraries to purchase a set of scholarship directories. Applications must describe the students to be served, the school, the college going rate of graduates, how students find scholarships now, how the directories will enhance their ability to search for scholarships, the background on the person in charge of the project, and the project objectives.

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A WORD OF CAUTION: If you are planning to apply for one of the six CTD grant awards, **DO NOT** wait until you have received the grant funds to start the project. You should start your project activities at the beginning of the school year rather than waiting until you receive the actual payment.

JENCKS FAMILY ENDOWMENT ESTABLISHED

Dr. William P. and Mrs. Miriam E. Jencks have endowed a scholarship fund for Catching the Dream. Dr. Jencks, a distinguished scientist, retired with over 400 published articles to his credit.

Mrs. Jencks has been a long time activist and advocate for Indian causes, and is especially concerned about optimal educational opportunities for all Indians.

The Jencks Endowed Scholarship started with a gift of $10,000 and will have $10,000 added to it each year for ten years. The corpus in ten years will thus be $100,000. Only the interest will be used for scholarships; the corpus will remain invested. The Jencks Endowed Scholarship will be dedicated to funding students in the CTD scholarship programs.

CASINO AND TRIBAL SUPPORTERS

Supporters frequently ask if CTD gets support from tribal casinos. The following list is the tribes and casinos that have given grants and gifts to CTD.

They understand the importance of developing trained Indian professionals in the fields critical to the future of Indian people. We thank them for their support, which in some cases has been coming for over ten years.

1. **FOXWOODS CASINO,** Mashantucket Pequot Tribal Nation
2. **MYSTIC LAKE CASINO,** Shakopee Mdewakanton Sioux Community
3. **BARONA CASINO,** Barona Band of Mission Indians
4. **ADA GAMING CENTER,** The Chickasaw Nation
5. **ROYAL RIVER CASINO,** Flandreau Santee Sioux Tribe
6. **LEELANAU SANDS CASINO,** Grand Traverse Band of Ottawa and Chippewa Indians
7. **NINILCHIK TRADITIONAL COUNCIL**
8. **TURNING STONE RESORT CASINO,** Oneida Indian Nation of New York
9. **ONEIDA BINGO AND CASINO,** Oneida Tribe of Indians of Wisconsin
10. **CITIES OF GOLD CASINO,** Pojoaque Pueblo
11. **SANDIA CASINO,** Sandia Casino
12. **SANTA ANA STAR,** Santa Ana Pueblo
13. **VIEJAS CASINO,** Viejas Indian Reservation
14. **CLIFF CASTLE CASINO,** Yavapai-Apache Tribe
15. **SPEAKING ROCK CASINO,** Ysleta del Sur Pueblo
16. **BLUE WATER CASINO,** Colorado River Indian Tribes
17. **THE ALEUT CORPORATION,** Anchorage AK
18. **THE CIRI FOUNDATION,** Anchorage AK
19. **ABSENTEE SHAWNEE TRIBE,** Shawnee OK

$$

SCHOLARSHIPS, SCHOLARSHIPS

Did you know that there are over 50,000 scholarship organizations in the U. S.? Did you know they give away over **$8 BILLION** a year in scholarship funds.

Did you know that there is no limit on how much scholarship money you can win? Do you know what the most important part of the application process is?

Does your high school library have a full set of scholarship directories? If not, request the librarian to order them. Do you know how to use the internet to find scholarships? Have your identified the scholarships available in your local community?

$$

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CTD AWARDS

CTD will make three awards this year to outstanding educators. The awards will be presented at the banquet during the Seventh Annual Exemplary Institute to be held in Albuquerque April 24-26, 2001.

The awards are the Exemplary Programs in Indian Education (EPIE) Award, the Principal of the Year (POY) Award, and the Counselor of the Year (COY) Award. The EPIE prize is $5,000, the POY prize is $1,000, and the COY prize is $1,000.

The EPIE Award is offered annually to the Indian school or individual with the most outstanding and successful program. Any individual or school serving Indian students in the U. S. is eligible to apply for the award. Any grade level from pre-school to post-college can win. Application must be made on a form provided by CTD.

There have been eight winners of the EPIE Award:

- **Baboquivari High School**, Sells AZ , won for reducing its 42% dropout rate to 14% in five years.
- **Cass Lake LIEC** MN won for reducing its 60% dropout rate to below 10%.
- **Monument Valley High School** AZ won for raising the test scores for seniors from the eighth grade level to the eleventh grade level in seven years.
- **Ganado Primary School** AZ won by increasing the number of books read by students from a small number to over 130 per year in a five year period.
- **Wellpinit School District** WA won by raising its daily attendance rate from below 70% to over 90% and reducing the dropout rate from 60% to near zero. It also raised the test scores for all students from below the 20th percentile to the 40th percentile and higher. It also raised the college attendance rate from under 20% to over 70%.
- **Pat Locke** won for initiating the Native American Languages Institute, starting ten tribal colleges, starting the movement to develop tribal departments of education, and for being a strong advocate for Indian education.
- The Hon. **Peterson Zah** won for increasing the freshman-to-sophomore retention rate at Arizona State University from 40% to 80% in six years.
- **Navajo Preparatory School** won for sending 100% of its graduates on to college for three consecutive years.

The Principal of the Year Award can go to any principal of a school that serves Indian students. The nomination should describe how the person has improved education for Indian students and provide documentation of the improvements. There is no form, but the nomination should be no longer than one page. Documentation should be no longer than 10 pages.

The Counselor of the Year Award will go to the school counselor who achieved the highest outcomes with Indian students. The outcomes can be defined as improvement in daily attendance, improvement in college attendance rates, improvement in academics, improvement in behaviors, and other improvements. There is no form, but the nomination should be no longer than one page. Documentation should be no longer than 10 pages.

GRANT DIRECTORY ALMOST SOLD OUT

The National Indian Grant Directory (NIGD), published by CTD in 2000, has almost sold out. "We have fewer than 100 books left," states publications assistant Diane Cooka-Boyd. "These will certainly all be gone by Christmas."

The NIGD lists some 550 foundations, corporations, government agencies, and religious groups that make grants to Indians. It is the most comprehensive source of information about grants to Indians available. It sells for $99.95 plus $3.50 shipping and handling. The Publications Order Form on page 49 can be used to order the book.

Life Science educational programs at The University of Iowa funded through the Howard Hughes Medical Institute.

Eight-week research program for undergraduates (sophomores and juniors)

Three-week molecular biology course for high school juniors

Two-week insect course for eighth grade students

Three-week molecular biology course and a four-week research program for Native American high school students

All Programs Are Free! **All Provide Travel Funds!**
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For information about the individual programs, dates & deadlines, contact Will Swain:

Email william-swain@uiowa.edu **Write** Will Swain
Phone 319-335-1093 41 BB, University of Iowa
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CTD CONFERENCES

Exemplary Institute

The Seventh Annual Exemplary Institute will be held on April 24-26, 2002 in Albuquerque. This annual event is **transforming Indian education.** The main feature of the three-day meeting is success stories from students and schools.

The Institute will feature three keynote speeches, 15 workshops, an Awards Banquet, a Luncheon and Talent Show, a Prize Drawing, and awards for the Exemplary Program in Indian Education, Principal of the Year, and Counselor of the Year.

Participants last year learned how one tribal school sent 100% of its graduates on to college for three years in a row. They learned how another tribe has used education and economic development to reduce unemployment from over 40% to less than 4%.

Workshop participants heard how to develop an exemplary reading program, how to prepare Indian students fully for college, how to motivate them to study science, and how to motivate them to stay in college.

The main comments made by participants were:

- Very motivational, informative.
- This conference should be repeated for other people.
- Terry Ben was so helpful—good information. Very impressive! The Choctaws should have a lot of pride in these three educators.
- Karen D. Blazer gave an excellent presentation!
- I loved the video of Sanders!!!!
- Very powerful; well put together & captivating from the very beginning slide presentation.

Contact CTD for a complete Call to Conference. Or you can request any or all of the following: a registration form, exhibit booth forms, award nomination forms, and workshop application forms.

If you have an exemplary program and have not been included as a workshop presenter, we want to hear from you. Either send us the information about your project or school in a letter, or request an EPIE application form.

Research in Indian Education

After holding the Research in Indian Education conference for two consecutive years, the Coordinator has made a decision to skip one year until the next meeting. So the Third RIE Conference will be held in the Spring of 2003.

Look for it through this magazine, through posters at your school, and through letters of invitation in the Fall of 2002.

In the meantime, if you have not gotten the book describing the research agenda for Indian developed at the first conference, or the major report produced at the second conference (Research in Indian Education 2001), the Publication Order Form on page 49 will let you order either one or both of these books easily.

CIVIL RIGHTS OFFICE OPENS

The Education Department (ED) of the U. S. government has opened an Indian Civil Rights Office. The office is located in Seattle but is serving the whole nation.

If you have evidence of civil rights abuses in schools, contact the attorney assigned to the Indian Civil Rights Office. The address is:

Ms. Ellen Chestnut
U. S. Department of Education
Office of Civil Rights
95 Second Avenue, Suite 3310
Seattle WA 98174-1099
(206) 220-7908

CTD SCHOLARSHIP STATISTICS

CTD has generated the following statistics to describe its scholarship program.

Number of students funded	735
Number of graduates	370
Number of science graduates	100
Number of business graduates	50
Number of social science graduates	62
Number of engineering graduates	24
Number of medical doctor graduates	26
Number of education graduates	76
Number of graduates in other fields	71

For a free list of graduates by field of study, contact us.

"EXEMPLARY PROGRAMS IN INDIAN EDUCATION"

Do you have your own copy of this book that is **transforming Indian education**? If not, you are missing out on the most revolutionary movement ever to hit Indian education.

Betty Ojaye of Navajo Prep School says "If you have not read Exemplary Programs in Indian Education you are missing out. I have read everything in it."

You should, too. Order yours using the form on page 49.

CTD GRADUATES 2001

The following 53 CTD scholarship students were graduated this year with the degrees indicated. All these students were graduated between December 2000 and August, 2001: There were 36 undergraduate and 17 graduate degrees earned. This is the reward for all the support of donors and the hard work of students. Thank you both.

Undergraduate Level

Ms. Barbara Aparicio, Athabaskan, North Idaho College, AAS Physical Therapy
Ms. Jaime L. Ashike, Hopi/Navajo, University of Colorado, BS, Chemical Engineering
Mr. Leon Robert Atcitty, Navajo, Brigham Young University, BS Pre-Medicine
Ms. Carmen Barnes, Salish/Kootenai, University of New Mexico, BS Biology
Mr. Donavon G. Barney, Navajo, Scottsdale Community College, AA Business
Ms. Vanesscia L. Bates, Navajo, Arizona State University, BSW Social Work
Ms. Michelle B. Billy, Navajo, Arizona State University, BS Justice Studies
Ms. Matilda Billy, Navajo, New Mexico Highlands University, BA Social Work
Ms. Deborah Ann Childers, University of New Mexico, BA Business/Accounting
Mr. Christopher W. Cournoyer, Rosebud Sioux, University of South Florida, BA Music/Art
Ms. Nicole Cravalho, Inupiaq, University of Alaska, BA Social Work
Ms. Nicole Dial, Lumbee, Stanford University, BA Comparative Literature
Ms. Billie Jean Denetdale, Navajo, Northern Arizona University, BS Civil Engineering
Ms. Renee S. Geller, Omaha, Concordia University, BA Health Care Administration
Mr. Colsen D. Jim, Navajo, University of New Mexico, BS Mechanical Engineering
Ms. Veronica Renee Johnson, Navajo, University of New Mexico, BA Biology
Ms. Josephine Klah, Navajo, Northern Arizona University, BSN Nursing
Ms. Kristine D. Lucero, San Felipe Pueblo, Colorado College, BA Biology
Mr. Aaron W. Martin, Tlingit/Haida, University of Washington, BA Business
Ms. Eve C. Mitchell, Mohawk, Syracuse University, BS Nutrition Science
Mr. Richard Naseyowma, Jr., Hopi, Northern Arizona University, BS Criminal Justice
Ms. Dawn V. Owen, Navajo, Fort Lewis College, BA Psychology
Ms. Carma A. Peshlakai, Navajo, Arizona State University, BA Social Work
Ms. Jamie L. Poitra, Turtle Mountain Chippewa, University of Portland, BA Elementary Education
Mr. Jerel E. Price, Athabaskan, University of Montana, BS Business Administration
Ms. Trudy M. Reed, Navajo, University of Arizona, BA Elementary Education
Mr. Wade W. Shipley, Turtle Mountain Chippewa, Rocky Mountain College, BS Physician Assistant
Mr. Michael Ryan Shoshone, Timbisha Shoshone, University of Notre Dame, BS Chemical Engineering
Mr. Alan M. Showalter, Navajo, Arizona State University, BS Civil Engineering
Ms. Ernestine Singer, Navajo, Northern Arizona University, BA Elementary Education
Ms. Haroldetta S. Slim, Navajo, Art Center College of Design, BA Film
Mr. Doug Smarch, Tlingit, San Francico Arts Institute, BFA Fine Arts
Mr. Leonard Stickman, Nulato, Institute of American Indian Arts, AFA Museum Studies
Ms. Renee Walker, Navajo, University of Idaho, BA American Indian History
Ms. Elizabeth Watanabe, Tlingit/Haida, University of Hawaii, BS Food Science/Nutrition
Ms. Thomacita G. White, Arizona State University, BA Education/English

Graduate Level

Dr. Tracy E. Bullard, Lumbee, University of North Carolina, MD Geriatric Medicine
Ms. Tammie S. Curtis, Navajo, Arizona State University, JD Indian Law
Dr. Germaine Daye, Navajo, Colorado State University, DVM Veterinary Medicine
Dr. Daniel Lee Dickerson, Eskimo, Western University, DO Osteopathic Medicine
Dr. Lana Doxtater, Oneida, University of Wisconsin, MD Medicine
Mr. Andrew Gashwazra, Hopi, Arizona State University, MA Architecture
Ms. Michelle S. Jacob, Yakama, California State University San Marcos, MA Sociology
Ms. Millie Kennedy, Tsimpshean, University of Wisconsin, JD Law
Ms. Jennifer Khow, Navajo, Evergreen State College, MPA Public Administration
Ms. Vicky T. Lomay, Navajo, Arizona State University, MA Counseling
Ms. Cheryl Mason, Navajo, University of New Mexico, MPH Public Health
Ms. Barbara Morgan, Navajo/Laguna, New Mexico Highlands University, MA Social Work
Ms. Evening Star Oosahwe, Cherokee, University of Oklahoma, M. Ed. Adult Higher Education
Mr. Harold D. Pourier, Oglala Lakota, Grand Canyon University, MA Education
Mr. Donald Povatah, Navajo, Northern Arizona University, MA Forestry
Mr. Roy W. Shick, Covelo, University of Northern Colorado, MA Physical Education
Mr. Albert Page Tinhorn, Navajo, New Mexico Highlands University, MSW Social Work

CTD RESEARCH REPORTS

CTD has published three research reports in the past two years that are of interest to Indian educators. See page 49 for the Publication Order Form.

INDIAN TEACHERS AND INDIAN CONTROL is a survey of the supply of Indian teachers emerging from the 500 colleges of teacher education in the U. S. The survey reports the number of Indians earning teaching credentials for the three years 1995, 1996, and 1997.

Only 70 of the 500 teacher colleges had one or more Indian teachers to be graduated during the three-year period. The average annual total was 448, a tiny fraction of the actual total of new teachers hired each year at Indian schools. This report is free.

INDIAN STUDENTS AND COLLEGE PREPARATION is a survey of the state of preparation for college of Indian students. All 740 Indian high schools in the U. S. were surveyed. The data revealed some surprising results:

- Indian students are very highly under represented in extracurricular activities. Even membership in Native American Clubs was highly restricted.
- Under 10% of Indian students take four years of math in high school.
- Half of Indian students drop out of high school before graduation.
- Only 17% of Indian students go on to college (compared to 67% for the U. S. as a whole).
- Over half the Indian high schools do not have a science lab.
- Only one student out of six was taking a foreign language class.
- Only 9% of Indian high schools are offering tribal history and government classes.

The report is $10.

RESEARCH IN INDIAN EDUCATION 2001 is a compilation of ten research reports presented at the Research in Indian Education 2001 Conference. Research is reported in the book by Dr. Thomas W. Peacock ("The Seventh Generation"), by Dr. Stephen E. Buggie ("Family Violence"), Dr. Michael Pavel ("Language and Culture"), and Dr. Keith James ("Science Education") and six others.

The book is intended as a supplemental textbook for classes on Indian education. But many others will find the book interesting. $49.95 plus $3.50 shipping and handling

This book includes:

"Indians' Family Violence, the Availability Heuristic, and School Success"
"Indian Students and College Preparation"
"Indian Teachers and Indian Control"
"Integrating Navajo Cultural Science Knowledge into the Regular Classroom Science Curriculum"
"Personal Identity, Cultural Values, and American Indians' Perceptions of Science and Technology"
"Language and Cultural Issues"
"The Seventh Generation: Native Students' Perceptions and Experiences with Teachers and Schools"
"Retention and Attrition Patterns at a Tribal College"
"Examining the Role of Ethnocentric Mass Media in American Public Schools and the Effects on American Indian Children"
"Grant Monies and School Achievement: A Process for Marginalization of Native Students"

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"RESEARCH IN INDIAN EDUCATION 2001"

The latest book from Catching the Dream Publishing presents 10 reports from 10 of the leading researchers on Indian education today.

Contributors include Stephen Buggie, Dean Chavers, W. Sakiestewa Gilbert, Keith James, Michael Pavel, Thomas Peacock, Betty Taylor Red Leaf, John Sanchez, and Mitchel G. Wilkinson.

Topics include family violence and school success, Indian students and college preparation, integration of Navajo cultural science knowledge into the curriculum, personal identity of students and perceptions of science, language and cultural issues, the perceptions of the seventh generation, retention and attrition patterns at a tribal college, the effects of ethno-centric mass media on Indian students, and the effects of grant monies on school achievement.

See page 49 for the order form for this and other CTD publications.

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EXEMPLARY PROGRAMS

CTD established the Exemplary Programs in Indian Education (EPIE) in 1988. The Board of Directors adopted the following criteria for EPIEs in 1989:

1. USE BASIC INDICATORS OF EDUCATIONAL PROGRESS, such as
   - High School Completion Rates
   - Standardized test scores
   - College entrance test scores
   - Aptitude test scores
   - College entrance rates
   - Grades earned by students
   - Attendance rates
   - Employment rates
   - College completion rates
   - Self-esteem measures
   - Reading levels and amounts.
2. DOCUMENTATION/PROOF OF EXEMPLARY OUTCOMES
3. MINIMUM NUMBER OF CHILDREN AFFECTED: 25. (An Exemplary Program achieves its status by the outcomes it achieves with its students.)
4. PROGRAM HAS BEEN IN PLACE FOR AT LEAST TWO YEARS.
5. PROGRAM CAN BE REPLICATED.
6. PARENT COMMITMENT AND INVOLVEMENT ARE SPELLED OUT.
7. PROGRAM IS PERMANENT.

The DEFINITION of **Exemplary** is—worthy of imitation; an example for others; commendable; outstanding; well-above-the-norm; superb. It does not mean one of a kind or unique.

The goals of the EPIE program are:

1. To identify exemplary programs in Indian schools.
2. To publicize their accomplishments.
3. To train others in their methods.

To bring the goals about, CTD has done the following things:

1. Held an annual competition since 1991 for the most outstanding program in an Indian school, with a prize of $5,000 for the winner.
2. Published a triennial directory of projects in 1993, 1996, and 1999.
3. Held an annual Exemplary Institute since 1996 to have EPIE program directors train others to replicate their programs.
4. Formed an Advisory Committee of 28 school superintendents and tribal education directors to support and promote the Exemplary Institute.

The development of the EPIE movement has produced astounding results so far. There were 16 EPIEs described in the latest directory in 1999. Seven of the 16 are high schools (see The Native Scholar, Fall 2000). These 16 projects are described in brief here. For the full description of the 16 projects, see the Publication Order Form on page 49 of this magazine.

The **Student Services Project** (SSP) at the University of Alaska has had Native students performing better than the overall university student population on pre-calculus, Math 107, Functions of Calculus, since 1992. Contact: Prof. Gregory Owens, Department of Math, P. O. Box 756305, 507 Greuning Building, University of Alaska, Fairbanks AK 99775-6305, (907) 474-6620, 6887.

The **Native American Achievement Program** (NAAP) at Arizona State University has improved the freshman-to-sophomore retention rate of Indian students from the lowest of all ethnic groups (40%) to the highest of all ethnic groups (over 80%) since 1995. Contact: The Hon. Peterson Zah, Assistant to the President for Native American Affairs, Arizona State University, P. O. Box 872203, Tempe AZ 85287-2203, (480) 965-5793.

The **Dropout Prevention Project** at Cass Lake Local Indian Education Committee has reduced the dropout rate from 60% to 10% and maintained that rate for eight years. Contact Ms. LuAnn Frazer, Director, Cass Lake LIEC, Route 3, Box 4, Cass Lake MN 56633, (218) 335-2213.

The **Adult Education Program** of the NAMES School, Denver, CO, has produced over 150 graduates in ten years and has sent many graduates on to college. Contact Ms. Lynda Nuttall, Director, NAMES School, 3600 Morrison Road, Denver CO 80219, (303) 934-8086.

The **Ganado Learning Arts Development** program at Ganado Primary School has increased student reading levels from only a few books per student a year to over 190 books per student per year. In addition, the school has won top awards from the State of Arizona and the U. S. Department of Education. Contact Mr. Sigmund Boloz, Principal, Ganado Primary School, P. O. Box 1757, Ganado AZ 86505, (520) 755-1020.

The **COOL SCHOOL Project** at Ganado Intermediate School has increased student reading levels to over 130 books per student per year and increased student test scores to above national norms. Contact Ms. Lucinda Swedberg, Principal, Ganado Intermediate School, P. O. Box 1757, Ganado AZ 86505 (520) 755-1120.

The **Adult Education Program** of the Mississippi Choctaw Tribe has produced over 600 GED high school graduates since it started in 1972. It has helped to transform the tribe into an economic powerhouse and the largest employer in Southeastern Mississippi. Contact Ms. Laura John, Director, Adult Education Program, Mississippi Choctaw Tribe, P. O. Box 6010, Philadelphia MS 39350, (601) 656-5251, ext. 2.

The **Total Quality Management** (TQM) Program at Mount Edgecumbe High School has reduced dropouts to near zero, reduced staff turnover to near zero, and sends over 80% of its graduates on to college each year. It is apparently the only school in the U. S. that has implemented in a school setting the famous management system devised by Dr. W. Edwards Deming that helped Japan recover from the effects of World War II and become a manufacturing superpower. Contact Mr. Hal Spackman, Superintendent, Mount Edgecumbe High School, 1330 Seward Avenue, Sitka AK 99835, (907) 966-2201.

The **College Preparatory Program** of the Navajo Preparatory School has sent 100% of its graduates on to college for the past three consecutive years. Contact Ms. Karen Dixon Blazer, Executive Director, Navajo Preparatory School, 1220 W. Apache St., Farmington NM 87401, (505) 326-6571.

The **MESBEC Scholarship Program** of Catching the Dream has maintained a completion rate of over 93% for 15 years and has produced 370 graduates, eight of whom were graduated summa cum laude, magna cum laude, and cum laude. The employment rate of its graduates is 100%. Contact Dr. Dean Chavers, Director, Catching the Dream, 8200 Mountain Road, N. E., Suite 203, Albuquerque NM 87110, (505) 262-2351.

The **Tradition and Technology** (TNT) Project of the Peach Springs School District has a computerized program of teaching the Hualapai language that it uses with all the Native students in the District. The project has been recognized by the U. S. Department of Education as an exemplary bilingual program. Contact Mr. Philbert Watahomigie, Project TNT, Peach Springs AZ 86434-0360, (520) 769-2202.

The **Title IX Resource Room** of the Rock Ledge School District has 100% of its Oneida Indian students passing the state reading competency test, 80% gaining one or more years of growth in reading, and 70% gaining one or more years of growth in math. Contact Ms. Diane Pochron, Teacher, Rock Ledge School, 330 W. Hickory St., Seymour WI 54165, (920) 833-7380, ext. 202.

The **Indian Education Project** of the Salmon River Central Schools has reduced the dropout rate of its Indian students from 57% in 1972 to below 10%, and enrolls over 70% of its graduates in college each year. Contact Mr. David White, Director, Indian Education Program, Salmon River Central Schools, Bombay-Fort Covington Road, Fort Covington NY 12937, (518) 358-9577.

The **College Career Center** of the Tohatchi High School has had 70% to 90% of its high school graduates to enroll in college for the past 14 years. Prior to 1984, the rate of college enrollment was below 20%. Contact Ms. Kathleen Wood, JOM Counselor, Tohatchi High School, P. O. Box 248, Tohatchi NM 87325, (505) 733-2536.

The **Focus on Excellence** Program of the Wellpinit High School has increased daily attendance from below 70% to over 90%, improved ITBS scores for all grades from below the twentieth percentile to the fortieth percentile and higher, and reduced the dropout rate from over 60% to near zero. Contact Mr. Reid Riedlinger, Superintendent, Wellpinit School District, P. O. Box 390, Wellpinit WA 99040-0390, (509) 258-4535.

The application form for a program, project, school, or district to be an Exemplary Program in Indian Education (EPIE) is a relatively straightforward description of the goals and accomplishments of the program. If you have an exemplary program, we really want to hear from you. Either complete this form, or replicate it.

EXEMPLARY APPLICATION FORM

1. List the name of the contact person for the project. This should be a person who directs or works in the program, not an administrator or person who does not work with the program.

   Name of contact: _____

   Title: _____

   Address: _____

   City/State/Zip: _____

   Telephone ( ) Fax ( )

2. Describe the focus of the program, specifically. This is the content area, such as reading, dropout prevention, improvements in test scores, etc.

3. Describe the population the project is intended to reach, specifically in terms of grade levels, areas of residence, tribe(s), social or socioeconomic status, academic performance levels, etc.

4. Describe the personnel who have worked on the project, from its inception to the present time. Describe their backgrounds, special training, experience, and ongoing professional development. Please include a one-page, abbreviated resume for each person; this resume will be published in the Directory. Tell what each person does for the project, and the years they have worked on the project.

5. Please describe any awards the project has won, locally (from the school district), regionally, statewide, or nationally.

6. Please describe the students served, in terms of grades, areas of residence, tribe(s), social or socioeconomic status, academic performance levels, etc.

7. Please show sources of support. If all support has come from your institution, and no special grants have supported the project, state this.

8. Please describe the indicators used to measure project success. This can be one or several, depending on the nature of the project. If it is only one, just list that one.

9. Please describe the status of the baseline indicator(s) prior to the initiation of the project.

10. Please describe changes in baseline data over time, from project initiation to the present. Describe any setbacks, false starts, changes in strategy, etc., which are associated with any anomalies in the data.

11. Please describe how the baseline data and follow-on data were collected, recorded, scored, and analyzed. Tell who did the analysis, and when. (This should be fairly straightforward, e. g., "We analyzed the reading scores of the CTBS each year and plotted the progress on a chart. The analysis was done by_____ _____" and so on.)

12. Please describe any technology that was used with the project, such as computers, reading labs, programmed learning, etc. Tell who used it, how often, how well it worked, etc. If none was used, so indicate.

13. Please describe the methods, in detail, used to bring about the results.

14. Please describe how your project can be replicated by others. Is it specific to one population, or one staff person? Are there any difficulties starting it at another location? Will it work with all populations; how and why?

SOARS PROGRAM FUNDS NATIVE STUDENTS

Four American Indian undergraduate students spent the past summer conducting environmental research at the National Center for Atmospheric Research in Boulder CO. The four students were part of a group of 21 students from diverse backgrounds who were in the Significant Opportunities in Atmospheric Research and Science (SOARS) Program

Theresa Jo Johnson (Miwok) traveled to Brazil to study changes in the ozone. Michael Johnson (Laguna/Dine') studied magnetic activity over the poles and in the auroral zone. Erik Noble (Cherokee) studied changes in the ozone water vapor within the mesosphere. J. Summer Sands (Ojibwa/Ottawa) researched whether supergranulation on the outer layer of the sun may indeed be convection.

SOARS is a multi-summer program for Native American, African American, and Hispanic undergraduate and graduate students who are interested in research in atmospheric, earth, ocean and related sciences. To be eligible, applicants must have completed their sophomore year of college and be majoring in atmospheric science or a related field such as the geosciences, biology, chemistry, computer science, earth science, engineering, environmental science, mathematics, meteorology, oceanography, physics, and social science.

SOARS participants conduct research at the National Center for Atmospheric Research in Boulder CO alongside an NCAR scientist. They receive a competitive salary, round trip travel, and summer housing. The deadline for applying for 20002 is February 8, 2002. For more information, visit the SOARS web site www.ucar.edu/soars or call (303) 497-8622. Contact Ms. Nancy Dawson, SOARS, P. O. Box 3000, Boulder CO 80307.

BOOK REVIEWS

CHILDREN OF THE DRAGON FLY: Native American Voices on Child Custody and Education. Edited by Robert Bensen.

This book is a compilation of short stories, poems, and essays on the important subjects of Indian child welfare and education.

As a child welfare social worker, I work with children who have already suffered from abuse and/or neglect by their parents, and who then experience the inevitably terrifying and traumatic move into a new, usually unknown home. The stories in this book range from stories about the fright involved with being placed in foster care to moving, revealing stories about children who are accepted into new "forever" families.

Contributors to this book include some of my favorites, Sherman Alexie and Joy Harjo, but the book also includes works by children. I will be recommending this book to my co-workers, and would encourage anyone interested in the best interests of Native American children to read it also.

University of Arizona Press, 355 S. Euclid, Suite 103, Tucson AZ 85719, (602) 385-6169, 1-800-426-3797.
Cynthia Chavers

WARRIORS: Navajo Code Talkers is a pictorial history of one of the most decorated and misunderstood units in World War II. The Code Talkers participated in most of the major invasions of the war in the Pacific (Tarawa, Saipan, Tinian, Iwo Jima, etc.).

They were a unit of the Marines who had a specially-developed code based on the Navajo language that they used as a method of communicating from one Marine unit to another. The Japanese never broke the code.

One of our current CTD scholarship students told us when she did a paper on the Navajo Code Talkers in high school, her teacher called her a liar and said the Code Talkers never happened. This book documents, with pictures, both the actions of the Code Talkers in the campaigns they were in and the present day pictures.

Ironically, the photographer, Kenji Kawano, is a native of Japan. He has lived on the Navajo Reservation for over 20 years.

Tenth Edition, 2000. 1'10 pages, $19.95, Northland Publishing Company, Box 1389, Flagstaff AZ 86002-1389. First printing 1991.
Dean Chavers

PENDLETON: Trade Blankets from Chihuly's Collection is a coffee table book of 172 trade blankets in the collection of Dale Chihuly, who is also the author. The photographs are in color, portraying a vivid collection of the many varieties of patterns in which Indian trade blankets are made.

The blankets featured in the collection go back to the turn of the last century or earlier. For a serious collector of Indian art or blankets, this book is a must.

Published in 2000, 256 pages, $65.00, Portland Press, P. O. Box 45010, Seattle WA 98145. *Dean Chavers*

RETHINKING COLUMBUS, The Next 500 Years is a follow up to the Rethinking Columbus book first published in 1991. The first book sold over 220,000 copies. This book is edited by Bill Bigelow and Bob Peterson. It has chapters on the "discovery," Thanksgiving, a role-play trail of Columbus for kidnapping and murder, and the present-day struggles.

198 pages, $10, from Rethinking Schools, 1001 E. Keefe Avenue, Milwaukee WI, 53121-9803, 1-800-669-4192.

The publishers also have a catalog of related materials they will send you for free.

Dean Chavers

The National Indian Mailing List

The Best Mailing Lists in Indian Country!

Order Yours Today!

Over 75,000 names available on Disk,
E-mail, Hard Copy or Labels

To order or inquire about these lists, contact Catching the Dream at phone (505) 262-2351, fax (505) 262-0534, or e-mail NScholarsh@aol.com

SAMPLE LISTS: 577 Indian tribes, 1,939 public libraries, 1,116 Indian school district superintendents, 943 Indian high school principals, 261 Native American Studies programs, 3,138 U. S. colleges, 405 Indian college counselors, 1,160 computer companies, 4,651 wealthy people, 912 New Mexico nonprofit corporations, 3,855 celebrities, 1,656 tribal council members, 1,177 Indian churches, over 3,000 tribal employees, over 2,500 Indian college faculty members, 826 teachers in English departments in Indian high schools.

The National Indian Mailing List is made up of over 140 different lists. It has been used successfully by college recruiters, pow wow organizers, sales people, summer programs, preparatory schools, and a wide variety of others.

TERMS:
COSTS: The costs of the lists will be $50 per thousand names.
PAYMENTS may be made by corporate check, purchase order, money order, or cashier's check. (NO INDIVIDUAL CHECKS)
MINIMUM ORDER is 5,000 names.
SELECTION OF LISTS is at the buyer's discretion.

CTD BOARD OF DIRECTORS

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Mr. Darrell Jeanotte, M. A., (Turtle Mountain Chippewa), Vice President. Superintendent/Principal, Pierre Indian Learning Center, SD. Former Principal, Ojibwa Indian School, Belcourt ND. MA in Educational Administration, Pennsylvania State University.

Ms. Jodie Palmer, M. A. (Potawatomi), Treasurer. Assistant Director, Division of Multicultural Affairs, Western Michigan University. Former Director of Education, Pokagon Band of Potawatomi Indians. Former Director of Indian Education, Kalamazoo Public Schools, MI. MA in Education, Western Michigan University.

Ms. Rosa Winfree (Lumbee), M. A., Secretary. Former Character Counts Coordinator, Charlotte-Mecklenburg Schools, NC. Former Board Secretary, National Indian Education Association. Former Trustee, University of North Carolina at Pembroke. Former Indian Education Director, Charlotte-Mecklenburg Schools. MA Reading, Appalachian State University.

Ms. Winona Flying Earth, (Standing Rock Sioux), Director. Former staff member, U. S. Bureau of the Census, Mobridge SD. Former Director of Education, Standing Rock Sioux Tribe, SD. Former Director of JOM and Title V for the Mobridge School District, SD. BA (cum laude) Minot State University.

Ms. Lindsay Wagner, Director. Actress, Los Angeles, CA. Star of several dozen movies. Played the "Bionic Woman" on the TV series. Environmentalist and child protection advocate.

Dr. Dean Chavers, (Lumbee), Director. Founding President, Catching the Dream. Founding President, Coalition for Indian Education. Former Board Member, National Indian Education Association. Former President, Bacone College. Ph. D., M. A., Communication Research, M. A. Anthropology, Stanford University, B. A. University of California at Berkeley.

SEVENTH ANNUAL

EXEMPLARY INSTITUTE

Is your school getting your students **totally ready for college**? Can they attend **any college in the U. S.** after they leave your high school?

If not, why not plan to attend the only conference that is dedicated to **Exemplary Programs in Indian Education**? The Seventh Annual Exemplary Institute will be held in Albuquerque April 24-26, 2002.

People who have developed exemplary programs at primary and high school levels, and at the college level, will show you how they did it.

THE top rated conference in Indian Education! Why not plan to attend? Contact Catching the Dream for more information.

ENDOWED SCHOLARSHIP WINNERS

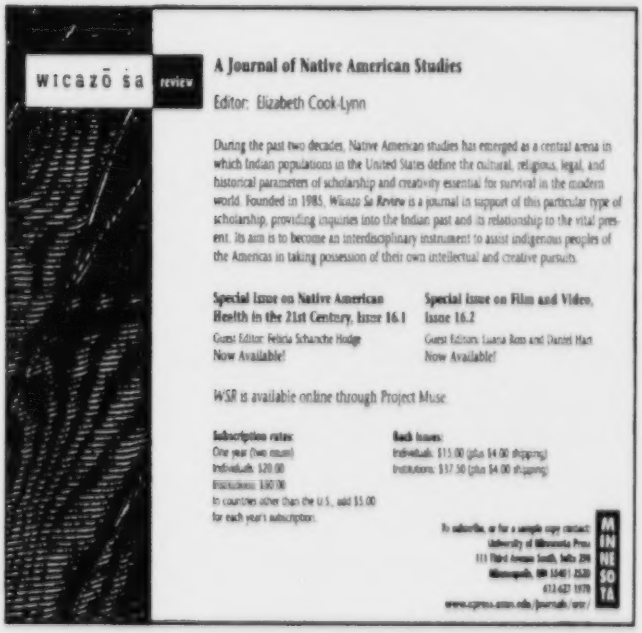
CTD has four endowed scholarships. Students who earn these scholarships are not only high potential; they have an extra edge that gives them outstanding ability. Endowed scholarships are perpetual; only the interest is paid out. (The Jencks Endowment will be added to these four during FY 2002; see page 14.)

The winner of the Muriel and John Postma Scholarship for this academic year is Sara Mantila (Chippewa). She is a sophomore at Michigan Technological University working toward a BS degree in Biomedical Engineering. The winner of this award last year, Millie Kennedy, has completed her JD degree at the University of Wisconsin.

The winner of the Amelia Peabody Endowment is Carma Peshlakai (Navajo). She is a graduate student at Arizona State University working for her MSW degree. Two of the winners of this award last year, Millie Kennedy and Daniel Lee Dickerson, have completed their degrees. Dr. Dickerson was graduated from the Western University of Health Sciences in June.

The winners of the NationsBank Endowment were Antoine R. Tahkeal (Yakama) and Naomi J. Young (Navajo). Antoine is studying for a BS degree in Biochemistry at the University of Montana. Naomi is studying for a BS degree in Biology/Pre-Medicine at the University of Arizona.

The winner of the Spanier Endowment Fund Scholarship is Aaron Dailey. He is from Isleta Pueblo, and is studying for a BS degree in Business and Engineering from New Mexico State University.


wicazō sa
review
A Journal of Native American Studies
Editor: Elizabeth Cook-Lynn
During the past two decades, Native American studies has emerged as a central arena in which Indian populations in the United States define the cultural, religious, legal, and historical parameters of scholarship and creativity essential for survival in the modern world. Founded in 1985, Wicazo Sa Review is a journal in support of this particular type of scholarship, providing inquiries into the Indian past and its relationship to the vital present. Its aim is to become an interdisciplinary instrument to assist indigenous peoples of the Americas in taking possession of their own intellectual and creative pursuits.
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Guest Editor: Felicia Schanche Hodge
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Special Issue on Film and Video, Issue 16.2
Guest Editors: Luana Ross and Daniel Hart
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PROFESSIONAL PROGRAMS FOR INDIAN STUDENTS

There is an increasing number of professional programs for Indian students in the U. S. We will feature just a handful in this issue of The Native Scholar.

For students and others who are interested, we maintain a list of these programs in our National Indian Mailing List database. We will provide you with a copy of this list free at any time to help you decide which of the many options is most attractive to you.

The **American Indian Language Development Institute** (AILDI) at the University of Arizona is in its twenty-third year of providing language training during the summer. The 22nd annual AILDI in 2001 featured language rights and revitalization, materials development, and linguistic/cultural/social aspects of indigenous language teaching.

AILDI participants earn six undergraduate or graduate credit hours.

Contact Sheilah Nicholas, Program Coordinator, AILDI, Dept. of Language, Reading, and Culture, University of Arizona, College of Education, Room 517, P. O. Box 210069, Tucson AZ 85721-0069. The phone number is (520) 621-1068, fax (520) 621-8174, e-mail aildi@u.arizona.edu.

The web site is www.arizona.edu/~aisp/aildi2001.html.

The **Indians into Psychology** (InPsych) Program at the University of Montana is looking for students to participate in its Summer Enrichment Program held on the campus in Missoula MT. The focus of this program is to prepare American Indians to make successful application to graduate programs in psychology.

Students receive travel, room, board and a stipend for their participation. Interested students should submit an application (which is available online), a letter of interest, two letters of recommendation, an unofficial transcript, and proof of enrollment in a federally-recognized tribe.

Contact Shannon Dooling, Outreach Recruitment Coordinator, Indians into Psychology, University of Montana, Missoula MT 59812, phone (406) 243-5679, e-mail Sdooling@selway.umt.edu. The web site is www.umt.edu/inpsych.

The **Indians into Medicine** (INMED) program at the University of North Dakota is the premiere medical education program in Indian Country. It has graduated over 265 health professionals in its 30+ years, including its founder. It has graduated 126 medical doctors, or 20% of the country's Indian physicians.

INMED operates both a Summer Institute for high school students and a Med Prep program to help college students prepare for medical training.

After founding the program and running it for several years, Lois Steele returned home to her reservation to work. But she had always wanted to be a doctor herself, so after she came back to run the program again, she decided to go to medical school herself. She completed, and is now working for Indian Health Service in Tucson.

Dr. Steele's story is wonderful and inspiring. She has inspired dozens of students to follow her example, and continues to inspire many of them to prepare for medical school. If you have thoughts of becoming a medical doctor, contact INMED for information even before you finish high school.

Contact Eugene L. DeLorme, J. D., Asst. Prof. of Medicine, Director INMED, University of North Dakota School of Medicine, P. O. Box 9037, Grand Forks ND 58202-9037, phone (701) 777-3037, fax (701) 777-3277, e-mail gdelorme@medicine.nodak.edu.

The **New York University School of Medicine** has an endowed scholarship for a Native American student to attend medical school. The Dr. Delores Danilowicz and Dr. Hugh Paul Gabriel Scholarship Fund is an endowed fund, the income of which will be used to support deserving and needy students at the School of Medicine. Preference is given to Native Americans in the selection of scholarship recipients. The award was first given in the Fall of 2001. The amount of the award is $3,000 and up.

Contact Raymond Brienza, Dean of Admissions, NYU Medical School, 550 First Avenue, New York NY 10016, (212) 263-5794, 1-(800) 422-4483, fax (212) 263-8426.

The **Center for Educational Technology in Indian America** (CETIA) is the newest initiative of the Pueblo of Laguna Department of Education. In February 2001 CETIA received a grant from the Intel Foundation to deliver the Intel "Teacher to the Future" program throughout Indian Country. A total of 56 teachers from 46 Indian schools went through the first course this past summer. Contact Phil Sittnick, Coordinator CETIA, PO Box 207, Laguna NM 87026, (505) 552-9091, fax (505) 552-6398, www.laguna.k12.nm.us/cetia.

The **Indian Law Program** at Arizona State University is the largest Indian law program in the nation with more than 35 Indian students enrolled. The program is growing, with a wide variety of activities including research, symposia, recruitment, college preparation programs, and student activities.

Contact Kate Rosier, Coordinator, Indian Law Program, School of Law, Arizona State University, P. O. Box 877906, Tempe AZ 85287-7906, (480) 965-3096, fax (480) 965-2427.

NEW GRANTS TO CTD

The following new grants have been made to CTD in the past few months.

The **Mead Foundation** made a new grant of $65,000 for both scholarships and a Scholarship Directory Project (SDP) (see page 14). The grant is divided into $50,000 for scholarships and $15,000 for the SDP. This grant will fund some 25 students this year.

The **Lawrence Livermore National Laboratory** made a new grant of $15,000 for scholarships. This grant will fund seven graduate students in the fields of engineering, math, and science.

The **Panaphil Foundation** made a grant of $20,000 for general operating expenses. Most of the funds from this grant will be directed at recruiting students.

The **West Foundation** (IN) made a grant of $25,000 for general operating expenses. This grant will be used mainly for development projects.

The **Clowes Fund** made a new grant of $20,000 for general operating expenses. This grant will be used mainly for recruiting students.

MAKE SURE YOU APPLY

There are over 50,000 scholarships in the U. S. (Cassidy says there are 100,000.) **Any student** can find at least two to three dozen to which to apply.

If the scholarship makes grants in your field of study, your state, and to your college, you should be eligible. Scholarships may spell out other additional criteria such as age, gender, race, marital status, grades, and so forth. For instance, there is at least one scholarship that specifies it makes grants to "C" students. (Most want you to have an "A" or "A/B" average.)

The worst complaint we hear from these scholarship organizations is that they could not give all their money away. The second-worst complaint is that they never get an application from an Indian student.

It is still very true, and has been true for decades, that many scholarship organizations will go out of their way to fund Indian students.

LET US HELP YOU WITH THE PROCESS. We will review your list of proposed scholarships, and your essay, **for free.** Be sure to include your return address when you send it to us.

NATIVE AMERICAN CLASSIC

The Mashantucket Pequot Athletic Commission has held its Foxwoods Native American Classic golf tournament for five years. The tournament in June 2002 will be the sixth annual tournament.

Jim Thorpe, who is now on the Senior Tour, hosted the Fifth Annual Tournament. Also playing were such notables as

- The Senior Tour's leading money winner Bruce Fleischer
- Former Steelers linebacker Robin Cole
- Senior Tour player and Native American Rod Curl
- Former Rams wide receiver Preston Dennard
- Former NBA Rookie of the Year Ernie DiGregorio
- NHL Hall of Famer Phil Esposito
- PGA champ J. C. Snead
- NBA Hall of Famer Tommy Heinsohn
- Olympic Gold Medal winner Billy Mills.

These great athletes joined another 25 of their peers in the two day event. According to Joseph Carter, Chairman of the Commission, 19 foursomes had to be turned away this year.

"Next year we will expand to accommodate additional foursomes," Mr. Carter says. "We intend to take everyone who wants to play. We will probably have two tee times instead of one."

"This tournament is one of the most fun events the Athletic Commission does. It is growing every year."

CTD is one of three recipients of the proceeds from the tournament, along with the National Minority Junior Golf Scholarship Association and the Native American Sports Council.

Contact Joseph Carter, Chairman, MPAC, P. O. Box 3378, Mashantucket CT 06339-3378, phone (860) 396-6727.

MORE SCHOLARSHIP AND COLLEGE DIRECTORIES

If you are one of the dedicated people, and want to go beyond the basic comprehensive scholarship directories for your high school or tribal library, this list will flesh out your collection.

Take into account that there are over 700 scholarship directories published in the U. S. We should warn you that this field is constantly changing. These publications come and go. Some are updated and renewed for long periods of time, and some are never updated and republished. Be wary and cautious of buying books in this field.

We recommend **NOT BUYING** highly specialized books. Chances are that none of your students will major in Eastern religions.

We recommend **NOT BUYING** directories of Indian scholarships. The main reason is that Indian students will glom onto these books and ignore the directories that list non-Indian sources. The problem: the non-Indian scholarships have 99.9% of the dollars. The 45 Indian scholarships have actually less than one-tenth of one percent of the dollars, and only five of them have large amounts at all. Indian students should be looking at non-Indian scholarships.

The books listed with an asterisk (*) are especially important to the college application process, but are not about scholarships.

***ACADEMIC PREPARATION FOR COLLEGE.** The College Board, 45 Columbus Avenue, New York NY 10023, (212) 713-8000. 46 pages, 1983. A highly important book for total preparation for college. **A must** for all high schools, counselors, Upward Bound, GEAR UP, libraries, tribal higher education, and related programs. $20 for 20 copies.

ANNUAL REGISTER OF GRANT SUPPORT. National Register Publishing Co., 3004 Glenview Road, Wilmette IL, 60091, (708) 256-6067, toll free 1-800-323-6772.

ART SCHOLARSHIPS. Jean M. Delaney, author. National Art Education Association, 1916 Association Drive, Reston VA 22091.

***BEAR'S GUIDE TO MONEY FOR COLLEGE.** John Bear, Ten Speed Press, P. O. Box 7123, Berkeley CA 94707, (415) 845-8414, toll free 1-800-841-2665

BEAR'S GUIDE TO EARNING NON-TRADITIONAL DEGREES. John Bear, Ten Speed Press, P. O. Box 7123, Berkeley CA 94707, (415) 845-8414, toll free 1-800-841-2665.

***CHRONICLE FOUR-YEAR COLLEGE DATABOOK.** Paul Downes, Chronicle Guidance Publications, P. O. Box 1190, Moravia NY 13118, (315) 497-0330, toll free, 1-800-622-7284.

***COLLEGE BLUE BOOK.** College Board Publishing, P. O. Box 886, New York NY 10101-0886, (212) 713-8000.

***COLLEGE COST BOOK.** College Board Publishing, P. O. Box 886, New York NY 10101-0886, (212) 713-8000.

COLLEGE FINANCIAL AID ANNUAL. College Research Group, Arco Press, division of Prentice-Hall Press, 200 Old Tappan Road, Old Tappan NJ 07675, (201) 767-5937.

COLLEGE MONEY BOOK: HOW TO GET A HIGH-QUALITY EDUCATION AT THE LOWEST POSSIBLE COST. David M. Brownstone and Gene R. Hawes, MacMillan Press, 866 Third Avenue, New York NY 10022, (212) 702-2000, toll free 1-800-257-5755.

CORPORATE TUITION AID PROGRAMS: A DIRECTORY OF COLLEGE FINANCIAL AID FOR EMPLOYEES AT AMERICA'S LARGEST CORPORATIONS. Joseph P. O'Neill, Peterson's Guides, Carnegie Center, P. O. Box 2123, Princeton NJ 08543, (609) 243-9111, toll free 1-800-338-3282.

DIRECTORY OF BIOMEDICAL AND HEALTH CARE GRANTS. Oryx Press, 2214 N. Central Avenue, Phoenix AZ 85004, (602) 254-6156, toll free 1-800-457-6799.

***DIRECTORY OF SPECIAL PROGRAMS FOR MINORITY GROUP MEMBERS: CAREER INFORMATION SOURCES, EMPLOYMENT SKILLS BANKS, FINANCIAL AIDS SOURCES.** Willis J. Johnson, Garrett Park Press, P. O. Box 190F, Garrett Park MD 20896, (301) 946-2553.

***FINANCING A COLLEGE EDUCATION: THE ESSENTIAL GUIDE FOR THE 90'S.** J. B. Margolin, Plenum Publishing, 233 Spring St., New York NY 10013, (212) 620-8000, toll free 1-800-221-9369.

FINANCIAL AID FOR COLLEGE THROUGH SCHOLARSHIPS AND LOANS. Elizabeth Hoffman and Nancy H. Stafford, Richards House, P. O. Box 81208, Wellesley Hills MA 02181, (617) 235-1142.

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CATCHING THE DREAM
STATEMENTS OF FINANCIAL POSITION
For the Years Ended June 30, 2001 and 2000

(for a copy of the full audit report, please contact CTD)

		2001	2000
ASSETS			
Cash	$	**92,157**	216,011
Investments		**309,396**	348,404
Receivables		**1,521**	1,650
Pledges receivable		**90,000**	6,000
Prepaid expenses		**4,581**	696
Property and equipment, net of accumulated depreciation		**36,481**	60,239
Total assets	$	**534,136**	633,000
LIABILITIES AND NET ASSETS			
Liabilities			
Accounts payable	$	**6,061**	13,471
Accrued liabilities		**10,805**	13,828
Capital lease obligation		**25,170**	34,595
Note payable		**4,101**	8,236
Total liabilities		**46,137**	70,130
Net Assets (deficit)			
Unrestricted		**(154,119)**	45,620
Temporarily restricted for scholarships		**344,020**	246,518
Permanently restricted		**298,098**	270,732
Total net assets		**487,999**	562,870
Total liabilities and net assets	$	**534,136**	633,000

See Notes to Financial Statements.

CATCHING THE DREAM
STATEMENTS OF ACTIVITIES
For the Years Ended June 30, 2001 and 2000

		2001	2000
Unrestricted Net Assets			
Revenues:			
Corporate grants	$	**6,600**	29,500
Foundation grants		**122,750**	131,520
Contributions		**273,744**	315,695
Consulting, training, and seminar fees		**53,962**	103,534
Investment income		**4,065**	18,694
Fundraising revenues		**830**	12,830
Miscellaneous income		**21,073**	33,827
Total revenues		**483,024**	645,600
Net Assets Released From Restrictions:			
Satisfaction of program restrictions		**391,637**	317,712
Total unrestricted activities		**874,661**	963,312
Expenses:			
Program services		**734,240**	699,646
Supporting services:			
Management & general		**119,057**	186,901
Fundraising		**221,103**	347,104
Total expenses		**1,074,400**	1,233,651
Changes in unrestricted net assets		**(199,739)**	(270,339)
Temporarily Restricted Net Assets			
Corporate and foundation grants		**489,139**	291,473
Net assets released from restrictions:			
Satisfaction of program restrictions		**(391,637)**	(317,712)
Change in temporarily restricted net assets		**97,502**	(26,239)
Permanently Restricted Net Assets			
Contributions		**25,000**	60,000
Net investment income		**2,366**	164
Change in permanently restricted net assets		**27,366**	60,164
Change in net assets		**(74,871)**	(236,414)
Net assets at the beginning of the year		**562,870**	799,284
Net assets at the end of the year	$	**487,999**	562,870

See Notes to Financial Statements.

CATCHING THE DREAM
STATEMENTS OF CASH FLOWS
TOTAL ALL FUNDS
For the Years Ended June 30, 2001 and 2000

		2001	2000
Cash Flows from Operating Activities			
Change in total net assets	$	(74,871)	(236,414)
Adjustments to reconcile to net cash provided by operating activities:			
Depreciation expense		25,175	25,479
Unrealized gain/loss on investments		(13,082)	(5,423)
Decrease (increase) in assets:			
Prepaids		(3,885)	-
Accounts receivable		(129)	(391)
Pledges receivable		(84,000)	(5,000)
(Decrease) increase in liabilities			
Accounts payable		(7,410)	9,334
Accrued liabilities		(3,023)	(5,808)
Net cash used by operating activities		(161,225)	(218,223)
Cash Flow From Investing Activities			
Purchase of property and equipment		(1,417)	(4,436)
Sales of investments		77,348	261,733
Purchases of investments		(25,000)	(60,000)
Net cash provided by investing activities		50,931	197,297
Cash Flows From Financing Activities			
Payments on capital leases		(9,425)	(8,848)
Payments on notes payable		(4,135)	(3,637)
Net cash used by financing activities		(13,560)	(12,485)
Net decrease in cash		(123,854)	(33,411)
Cash at beginning of year		216,011	249,422
Cash at end of year	$	92,157	216,011
Supplemental Disclosure			
Interest paid	$	5,933	7,203

See Notes to Financial Statements.

CATCHING THE DREAM
STATEMENT OF FUNCTIONAL EXPENSES
For the Year Ended June 30, 2001

Description		Program Services	Management & General	Fundraising	**Total**
Scholarships & awards	$	507,467	-	-	**507,467**
Officer's compensation		23,600	12,390	23,010	**59,000**
Other salaries & wages		75,515	39,645	73,627	**188,787**
Pension plan contributions		2,633	1,382	2,567	**6,582**
Other employee benefits		4,102	2,154	4,000	**10,256**
Payroll taxes		8,176	4,293	7,972	**20,441**
Accounting fees		4,867	2,555	4,746	**12,168**
Legal fees		1,411	741	1,376	**3,528**
Supplies		1,793	941	1,748	**4,482**
Telephone		2,232	1,172	2,176	**5,580**
Postage & shipping		25,879	13,586	25,232	**64,697**
Occupancy		10,709	5,622	10,441	**26,772**
Equipment rental & maintenance		1,613	847	1,573	**4,033**
Printing		18,752	9,845	18,283	**46,880**
Travel		9,363	4,916	9,129	**23,408**
Conferences & meetings		7,190	3,775	7,010	**17,975**
Interest expense		2,373	1,246	2,314	**5,933**
Depreciation		10,070	5,287	9,818	**25,175**
Advertising		3,264	1,713	3,182	**8,159**
Automobile		401	211	391	**1,003**
Bank charges		989	519	964	**2,472**
Dues & publications		2,497	1,311	2,434	**6,242**
Office & administrative		9,344	4,906	9,110	**23,360**
	$	**734,240**	**119,057**	**221,103**	**1,074,400**

See Notes to Financial Statements.

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Contact:
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Box C236, 4200 E. 9th Avenue, Denver, Colorado 80262
(303) 315-7076, FAX (303) 315-7097
e-mail address: Richard.Deitrich@UCHSC.edu
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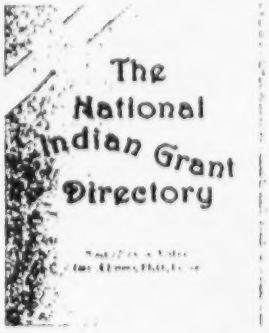

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For further information, please contact:
Joan Y. Reede, MD, MPH, MS,
Director, Health Policy Summer Program
164 Longwood Avenue, 2nd Floor
Boston, MA 02115
Jeanette Catherwood, Project Coordinator
(617) 432-4422
email: Jeanette_catherwood@hms.harvard.edu
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- A list of Exemplary Programs in Indian Education
- A list of seminars that we provide
- Framework for Improving Indian Schools
- Applications for CTD Grants (see page 14)
- Applications for CTD Awards (see page 16)
- Advertising Rate Sheet for The Native Scholar
- A description of the National Indian Mailing List
- A list of CTD graduates
- A list of students currently on scholarship
- Brochures on scholarships
- Brochures on publications
- A list of professional programs for Indian students.

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CTD SCHOLARSHIP STUDENTS 2001-2002

Catching the Dream is funding 227 students as of the Fall term of 2001. We had plans to fund 210 students for the Fall and 230 for the year. Obviously we have funded more students than we planned.

Part of the reason is a huge increase in the number of applicants this past year. Another reason is that some students who had "stopped out" have now returned to college. Still a third reason is some students are taking five years to finish college, especially those in engineering programs, which normally last six years. A fourth is that more students are continuing to graduate school.

Students currently funded are listed here. Students who appear both on this list and the list of graduates on page 19 are those who earned an undergraduate degree last year and entered a graduate program this summer or fall.

It is not likely that competition for CTD scholarships will lessen in the near future. It is likely that competition will become more intense, especially as more and more Indian students become more well prepared in high school for college study.

For the past three years we have funded between 65% and 75% of students who applied to us. This Fall, however, we could only fund 62% of applicants. Students should take this increased competition into account in making sure their applications are presenting their best features.

A

Raymond T. P. Addison, Northern Arapaho, Oklahoma University, Computer Science, BS
Amberdawn Alfred, Cherokee, Oklahoma State University Okmulgee, Architecture, BA
Sandra D. Anderson, Navajo, Arizona State University, Social Work, BA
Elena Antonio, Navajo, University of Arizona, General Biology, BS
Andi Archdale, Assiniboine, University of Montana, Psychology, BA
Monica S. Arredondo, Cherokee, Midwestern State University, Nursing, RN
Vanessa Arviso, Navajo, Brigham Young University, Political Science, BA

B

Vanesscia L. Bates, Navajo, Washington University in St. Louis, Social Work, MSW
Elgia Begay, Navajo, New Mexico State University, Business Administration, BA
Leah M. Begay, Navajo, Northern Arizona University, Business Education, BA
Ottis K. Begay, Navajo, University of Arizona, Civil Engineering, BS
Perleen G. Benallie, Navajo, University of New Mexico, Biochemistry, BS
Raylyn Bethel, Navajo, New Mexico Highlands University-San Juan Branch, Business Management, BA
Matilda Billy, Navajo, New Mexico Highlands University, Social Work, MA
Sheila Billy, Choctaw, San Francisco State University, English Literature, MA
Tinsuwella K. Bird Rattler, Blackfeet, University of Great Falls, Criminal Justice Administration, MA
Patrick Blackwater, Navajo, Arizona State University, Mathematics, BS
Cheryl Blie, Navajo, Northern Arizona University, Pre-Law, BA
Valerie G. Boyd, Sioux/Assiniboine, Arizona State University, Elementary Education, BA
Kayla Bradley, Navajo, Arizona State University, Nursing, RN
Kurtis R. Bradley, Navajo, University of Arizona, Musical Theatre, BFA
Quinn Bradley, Navajo, University of Arizona, Zoology, BS
Prudence Brady, Navajo, University of California Los Angeles, Architecture, BA
Trina R. Branch, Oglala Sioux, Washington State University, Speech and Language, MA
Dionne Bronson, Confederated Tribes of Umatilla Indians, University of Idaho, Elementary Education, BA
Donna Brown, Turtle Mtn. Chippewa, University of North Dakota, Higher Education Leadership, Ed. D.
Thomas Brown, Pawnee, Northwestern University, Business, MBA
Eva Burk, Athabascan, University of Alaska, Engineering, BS

C

Raymond J. Campbell, Gila River Pima, University of Oklahoma, Pre-Medicine, BS
Chelsea B. Cannon, Kiowa, Stanford University, History, BA
Lorna Yvonne Carter, Cheyenne/Arapaho, Oklahoma State University, Chemical Engineering, BS
Pamala Carter, Lumbee, University of Tennessee, Elementary Education, M. Ed.
Cherry L. Chapman, Cherokee, Texas Wesleyan University School of Law, JD
Anpo Charging Thunder, Oglala Sioux, Chadron State College, Pre-Med, BS
Katherine Chee, Navajo, University of Arizona, General Biology, BS
Anthony Clah, Navajo, Brigham Young University, Education, BA
Donavon R. Clark, Navajo, University of New Mexico, Mechanical Engineering, BS
Rachel Clarkson, Cherokee, University of Central Oklahoma, Biology, BS
Gracynthia Claw, Navajo, Dartmouth College, Liberal Arts, BA
Tamara Clay, Omaha Tribe, University of Hawaii at Manoa, Social Work, MSW
Alan Clements, Oglala Sioux, The University of Findlay, Computer Science, BS
Joseph Coburn, Tlinglit-Aleut, University of Portland, Electrical Engineering, BS
Nicole Condon, Colville Confederated Tribes, University of Minnesota, Biology, BS
Amanda D. Cook, Navajo, University of Virginia, Medicine, MD
Diane P. Cooka-Boyd, Navajo/Cochiti Pueblo, University of New Mexico, Business, BS
Brandon Covington, Colville, University of Washington, Biology, BS
Derrick Crank, Navajo, Northern Arizona University, Pre-Medicine, BS
Amanda Cross, Three Affiliated Tribes-Hidatsa, Stanford University, Sociology, BA
Forrest Cross, Three Affiliated Tribes, University of Mary, Computer Information Systems, BS
Garrett Curley, Navajo, Colorado School of Mines, Electrical Engineering, BS

D

Aaron Dailey, Laguna/Isleta, New Mexico State University, Engineering/Business, BS
Leslie W. Damon, Navajo, New Mexico Highlands University, Education Administration, MA
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Tami DeCoteau, Turtle Mountain Band of Chippewa, University of Nebraska, Clinical Psychology, Ph. D.
Amy Deese, Lumbee, Salisbury State University, Accounting, BS

Carmen Paige Deese, Lumbee, University of North Carolina, Drama/English, BA
David S. DeHorse, Crow Creek Sioux, University of Wisconsin, Law, JD
Jamael T. Delgado, Navajo, Northern Arizona University, Zoology, BS
Aaron N. Dewees, Lumbee, University of Louisville Medical School, Medicine, MD
Heather Dial, Lumbee/Cheraw, North Carolina State University, Curriculum & Instruction, Ph. D.
Lisa Dial, Lumbee, East Carolina University, Chemistry, BS
Malia Dixon, Navajo, New Mexico Highlands University, Biology, BS
Jake A. Dodge, Fort Peck Sioux, Gonzaga University, Exercise Science and Music, BS
Shonna Dominguez, Crow, Little Big Horn College, Nursing, BS
Rosemarie Dugi, Navajo, Northern Arizona University, Special Education, MA
Jeri Dukepoo, Miwok/Wintun, University of Nevada, Human Development, BA
Tetona Dunlap, Eastern Shoshone, Creighton University, Journalism, BA

E

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Samantha Ellison, Navajo, Eastern New Mexico University, Geology, BS
Lauren Esmailka, Koyukon Athabascan, Ithaca College, Clinical Science, BS
Tashina Etter, Navajo, Stanford University, Pre-Medicine, BS

F

Marylita Fall, White Mountain Apache, American Indian College, Elementary Education, BA
Candice R. Farland, Navajo, Arizona State University, Justice Studies, BS
Seaver Fields III, Navajo, Arizona State University, Civil Engineering, AAS
Rolanda Francis, Navajo, Prescott College, Secondary Education, BA
Marie Frazier, Paiute, Southwestern Indian Polytechnic Institute, Accounting, AS
Georgia A. Frye, Muscogee, Northeastern Oklahoma State University, Counseling Psychology, MS

G

Kimberly A. Garcia, Confederated Salish & Kootenai Tribes, Rutgers College, Clinical Psychology, Psy. D.
DeAnna L. Garza, Cheyenne River Sioux, University of South Dakota, Law, JD
Derricksen George, Navajo, Wheaton College, Pre-Med, BS
Jennifer Gilmore, Navajo, Dixie State College, Nursing, RN
Irving Gleason, Navajo, Arizona State University, Justice Studies, BA
Natalia Gonzales, Pyramid Lake Paiute, Truckee Meadows Community College, Biology, AS
Sonja Goodman, Navajo, Gonzaga University, Accounting, BS
Joe L. Graham, Laguna Pueblo, University of Arizona, Arid Lands Resources Science, Ph. D.
James Gregory, Sac and Fox, University of Science and Arts of Oklahoma, Special Education, MS
LeRoy Gregory, Inupiaq, Northwest Indian College, Legal Studies, BA
Danielle Gunderson, Jemez/Chickasaw, University of New Mexico, Counseling, MA
Andrea Gusty, Yupik/Athabascan, Northwestern University, Broadcast Journalism, BA

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Jennice Harvey, White Mountain Apache, Arizona State University, Curriculum & Instruction, M. Ed.
Melissda A. Haskie, Navajo, Arizona State University, Business, BS
Kyle T. Hemstreet, Navajo, Kansas Wesleyan University, Computer Science, BS
Jovian Henio, Navajo, Eastern New Mexico University, Electrical Engineering, BS
Mose A. Herne, St. Regis Mohawk, Boston University, Behavioral Neuro Science, Ph. D.
Angela C. Hill, Passamaquoddy, University of North Carolina, Pre-Med, BS
Shannon J. Hopkins, Assiniboine, University of Great Falls, Accounting, MS
Leigh P. Hubbard III, Navajo, UC Berkeley, Civil Engineering, BS
Katherine Humphrey, Cherokee, University of Kansas, Environmental Policy, BA
Matthew Hunt, Lumbee, North Carolina State University, Computer Engineering, BS
Mystique Hurtado, Hoopa, UC Santa Barbara, Communication, BA
Renee Hutchens, Navajo, Dartmouth College, Biology, BS

J

Michelle M. Jacob, Yakama, University of California, Santa Barbara, Sociology, Ph. D.
Jessica James, Navajo, Northern Arizona University, Microbiology, BS
Racheal L. James, Navajo, University of Arizona, Chemistry, BS
Charlotte Johnson, Lumbee, University of North Carolina, Chemistry, BS
Jennifer L. Johnson, Paiute, University of Nevada, Logistics, BA
Rebecca Johnson, Chickasaw, Southern Oklahoma State University, Chemistry/Biology, BS
Vivian Johnson, Navajo, San Francisco State University, Clinical Lab Science, MS
Katherine Jones, Blackfeet, The Evergreen State College, Environmental Studies, BS

K

Carmella Kahn, Navajo, University of Arizona, Pharmacy, BS
Michelle Kaushquo, Cheyenne, Dartmouth College, Pre-Med, BS
Lynette R. Kelley, Navajo, Northern Arizona University, Pre-Medicine & Pharmacy, BS
Alison Keplin, Turtle Mountain Chippewa, University of North Dakota, Secondary Education/Social Studies, BA
Leo Killsback, Northern Cheyenne, Montana State University, Teaching/Mathematics, BS
Raymond Kilpatrick, Navajo, Dartmouth College, English & Native American Studies, BA

L

Letitia Lansing, University of New Mexico, Medicine, MD
Jessica Lee-Domebo, Colville, University of Montana, Federal Indian Law, BA
Victoria LeGarde, Cheyenne-Arapaho, Gonzaga University, Biology, BS
Sandra Littletree, Navajo, Fort Lewis College, English, BA
Amy L. Locklear, Lumbee, Washington University School of Law, Law, JD
Bradley Locklear, Lumbee, Dartmouth College, History, BA
LaDonna Locklear, Lumbee, University of North Carolina, Education, BA
Travis A. Locklear, Lumbee, North Carolina State University, Computer Science
Vicky T. Lomay, Navajo, Arizona State University, Counseling Psychology, Ph. D.
Melanie Long, Navajo, New Mexico State University, Nursing, BSN

Lorna K. Loy, Paiute/Shoshone/Mono, Northern Arizona University, Technology Education, MS
Joshua Lucio, Zuni, University of Arizona, Medical Technology, BS
Shonlie Luman, Navajo, Coconino Community College, Psychology, AA
Teresa Lynch, Navajo, Embry-Riddle Aeronautical University, CATER Pilot Training Program

M

Brian K. McCabe, Navajo, Arizona State University, Urban Planning, BS
Felicia McCabe, Navajo, University of Utah, Pre-Med, BS
Joshua A. McCraye, Navajo, Trinity Christian College, Business, BS
Aaron McKerry, Navajo, Arizona State University, Exercise Science, BS
Jason A. McKerry, Navajo, Grand Canyon University, Human Biology, BS
Sara Mantila, Keweenaw Bay Chippewa, Michigan Technological University, Biomedical Engineering, BS
David Manuelito, Navajo, New Mexico State University, Animal Science/Pre-Vet, BS
Kelly K. Martin, Haida, University of Rochester School of Medicine, Medicine, MD
Matthew J. Martinez, San Juan Pueblo Tewa, University of Minnesota, American Studies, Ph. D.
Anna Masayesva, Hopi, University of Arizona, Environmental Science, BS
Rachael Megli, Cheyenne, Southwestern Oklahoma State University, Optometry, BS
Rachelle Miles, Navajo, Arizona State University, Chemistry, BS
Eve C. Mitchell, Mohawk, Tulane University, Public Health, MPH

N

Catherine Nakai, Navajo, Dartmouth College, Native American Studies, BA
Naomi L. Naranjo, Laguna Pueblo, The University of Oklahoma, Architecture, BA
April K. Nofire, Cherokee, Northeastern State University, Wildlife & Fisheries Biology, BS

O

Danielle E. Oakes, Mohawk, Cornell University, Human Development, BS
Jo Ann O'Connell, Oglala Sioux, Bellevue University, Human Services, BA
Jennifer Old Rock, Turtle Mountain Chippewa, University of North Dakota, Psychology/Indian Studies, BA
Dawn V. Owen, Navajo, New Mexico Highlands University, Social Work, MSW
David Oxendine, Lumbee, North Carolina State University, Psychology, Ph. D.

P

Chauncey Parker, Chippewa-Cree, Carroll College, Political Science, BA
Shawndeana Parker, Navajo, University of Arizona, Veterinary Science, BS
Anne E. Payne, Cherokee, St. Gregory's University, Pre-Law, BA
Justin R. Peltier, Turtle Mountain Chippewa, North Dakota State University, Engineering, BS
Miramanee M. Perez, Nambe Pueblo, University of New Mexico, Elementary Education, BA
Preston H. Pete, Washoe, Western Washington University, Business, BA
Butch Peterson, Navajo, University of Arizona, Psychology, BA
Cara Phillips, Navajo, Unversity of Arizona, Nursing, RN
Melissa M. Phillips, Oneida, SUNY-Buffalo, Medicine, MD
Misty D. Plenty Holes, Oglala Sioux, Fort Lewis College, Health Care, BA
Benjamin D. Poitra, Turtle Mountain Chippewa, University of North Dakota, Clinical Psychology, BS
Deanna M. Poitra, Turtle Mountain Chippewa, University of North Dakota, Pre-Medicine, BS
Drew A. Preston, Navajo, Arizona State University, Biology, BS
Michelle Preston, Navajo, Arizona State University, Nursing, BSN

Q

Curtis Quintana, Jicarilla Apache, University of St. Francis, Physician Assistant, MS

R

Lauren T. Randall, Potawatomi, William Jewell College, Religion & Communication, BA
Crystal Ray, Navajo, Massachusetts Institute of Technology, Aeronautics & Astronautics, BS
Bryant A. Roberts, Oneida, Massachusetts Institute of Technology, Aerospace Engineering, BS
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Jimmy Rock, Cherokee, Emory University Law School, Law, JD
Angela Don Rogers, Comanche, University of Oklahoma, Educational Psychology, MA
Betsy Rumler, Cherokee, Carl Albert State College, Nursing, RN
Jessie V. Ryker-Crawford, Chippewa, University of Washington, Sociocultural Anthropology, BA

S

Samantha J. Sage, Navajo, Georgetown University, English, BA
Noreen E. Sakiestewa, Hopi, Northern Arizona University, Educational Leadership, Ed. D.
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Deidre Sanders, Navajo, Fort Lewis College, Psychology, BA
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Teresa N. Simmons, Meherrin, East Carolina University, Nursing, BS
Harriet Skye, Standing Rock Sioux, UC-Berkeley, Ethnic Studies, Ph. D.
Andrew Smith, Cheyenne River Sioux, South Dakota State University, Engineering, BS
Justin Solimon, Laguna/Zuni, Occidental College, Diplomacy & World Affairs, BA
Kristin M. Solimon, Laguna, University of Colorado Health Sciences Center, Physical Therapy, MS
Linda Spencer-Lilly, Laguna/Navajo, Mills College, Early Childhood Education/Special Education, MA
Rhea St. Claire, Chippewa, University of North Dakota, Nursing, RN
MacArthur Stant, Hopi/Navajo, Boston University, Deaf Education, Ed. M.
Ronatiiostha Swamp, St. Regis Mohawk, S.U.N.Y. Canton, Criminal Investigations, BS
Brooke Swaney, Blackfeet, Stanford University, Psychology, BA

T

Winona P. Ward Taber, Navajo, Northern Arizona University, English, MA
Dollie Tempel, Navajo, Montana State University, Nursing, BSN
Javan Ten Fingers, Oglala Sioux, John F. Kennedy University, Clinical Psychology, Ph. D.
Andrea Thomas, Shoshone-Paiute, University of Nevada, Education, BA
Gary M. Thomas, Turtle Mountain Chippewa, North Dakota State University, Mechanical Engineering, BS
Nicole Thomas, Eskimo, Oregon State University, Exercise/Sports Science, BS
Patrisha Todacheenie, Navajo, Western New Mexico University, Counseling, MA
Lance Toineeta, Osage, Northeastern State University, Education, BA

Erika Trottier, Turtle Mountain Chippewa, Minot State University, Marketing, BS

Valerie Tsinigine, Navajo, Coconino Community College, Secondary Ed.-History, AA

Belin Tsinnajinnie, Navajo, University of New Mexico, Math, BS

Natika Tsinnie, Navajo, Purdue University, Engineering, BS

Valentina Tsosie, Navajo, Northland Pioneer College, Chemistry, BS

Georgianna Tsouhlarakis, Navajo, Yale University School of Art, Sculpture, MA

Warren G. Tyon, Choctaw Nation of Oklahoma, University of Oklahoma, Medicine, MD

V

Edward Valley, Acoma Pueblo, University of New Mexico, Architecture and Planning, MA

Misty Vega, Turtle Mountain Chippewa, Minot State University, Information Systems Management, BS

Michelle Vendiola, Walker River Paiute, Western Washington University, Elementary Education, BA

Ava Vent, Athabascan, University of Alaska-Fairbanks, Elementary Education, BA

W

Amber Walton, Navajo, Washington University, Social Work, MSW

Chad Ward, Sisseton-Whapeton Sioux, University of North Dakota, Criminal Justice, BA

Thomas Ware, Kiowa, University of Oklahoma, Engineering, BS

Elizabeth Watanabe, Haida/Tlingit/Tsimpshean, University of Alaska, Dietitics, BA

Lei-Lani White, Navajo, Arizona State University, Nursing, RN

Louellyn White, Akwesasne Mohawk, University of AZ, Tucson, American Indian Studies, Ph. D.

Verlee Whitecalfe-Sayler, Arikara-Hidatsa, University of North Dakota, Medicine, MD

Graylynn J. Whiterock, Navajo, Northern Arizona University, Nursing, BSN

Todd Wilcox, Navajo, University of Arizona, Pre-Med, BS

Mary J. Wilkie, Turtle Mountain Chippewa, University of North Dakota, Clinical Psychology, Ph. D.

Laura Wilson, Creek, Northeastern State University, Pre-Med, BS

MacKenzie P. Wilson, Navajo, University of Arizona, Pharmacy, Pharm. D.

Y

Michele Yatchmeneff, Aleut, University of Alaska, Engineering, BSE

Cheri Yazzie, Navajo, Southern Utah University, Construction Management, BA

Tarajean Yazzie, Navajo, Harvard University School of Education, Learning & Teaching, Ph. D.

Julius Yellowhair, Navajo, University of New Mexico, Electrical Engineering, MS

Samantha Yeltatzie, Haida/Tsimphean, Cornell University, Veterinary Medicine, DVM

Naomi J. Young, Navajo, University of Arizona, Molecular/Cellular Biology, BS

Marvin Youpee, Sioux, DeVry Institute, Accounting, BS

ESSAY OUTLINE

(This essay outline is the same as the form we include with scholarship applications. We developed it for students because of the incompleteness we were getting in essays. Use this outline to prepare your essay for college admissions [your college may restrict you to one or two pages] and for your essay for scholarship applications.

If you have any questions about whether your essay is adequate, we will critique it for you **free of charge.** Be sure to include your return address somewhere in the essay.)

DON'T WAIT TOO LATE!!!

Some of the most frustrating calls we receive happen over the summer. Students and parents call us in July wanting scholarships for the coming Fall semester. Unknowingly, they have missed almost all the deadlines for scholarships. (Our Fall deadline is April 15.)

We have to tell them they are too late. The scholarship "season" is January through April. About 90% of scholarships have deadlines in this four month period. A few have deadlines earlier (September through December), and a few have deadlines in May and June. Almost none has a deadline in July or August.

So take caution. Start your scholarship search **early in your senior year**. You should have it done by September and start applying to some scholarships as early as September. If you have any doubts, let us help you with this process, **for free.** Call us at (505) 262-2351, or write us at 8200 Mountain Road, N. E., Suite 203, Albuquerque NM 87110.

INTRODUCTION. Please introduce yourself using your full name and your tribe. Please put your name and page number on each page.

ACADEMICS. State your grade point average, class rank, and ACT/SAT test scores from high school. State any test scores from standardized tests such as CTBS, ITBS, LSAT, MCAT, GRE, WRAT, CAT, or Stanford. State why/how you made the grades and test scores that you did. State what grades you made in your field of interest and why. State how much time you spend studying each day or week. Describe any awards won in high school or college and their significance. List any clubs and honors and their significance. List any scholarships and how you won them. Describe any leadership positions you have held in high school or college, how you were elected and what your responsibilities were. Describe what courses you have taken to prepare you for college and your career and what you have learned so far that has inspired you. Tell us who or what inspired you to pursue your chosen field of study, and how that inspiration came to you.

CAREER PLANS. Explain what you plan to do after you finish college. Tell what your ultimate career goals are. Describe your personal interests and tell how they are related to your planned career. Describe your strengths and explain how they are used in your study for your planned career. Describe the requirements for the completion of your degree.

SERVICE TO INDIANS. Describe your plans on working with the Indian community. Tell how your work will directly benefit Indians. Tell us about your Indian heritage and what this means to you. Describe your ties to your Indian community and your experience in this community. Explain how your college education will directly contribute to your work with Indians.

LEADERSHIP AND SCHOLARSHIPS. Describe any elected or appointed positions in school or college and how they relate to your planned career. Describe any summer work relevant to your planned career and/or your service to Indians. Describe your membership in clubs and how it relates to your future. Describe all other sources of funds that you applied to and the results. Tell us what scholarships you have won and the amounts of funding you will receive from these scholarships. Explain what you will do if you do not receive a scholarship from Catching the Dream.

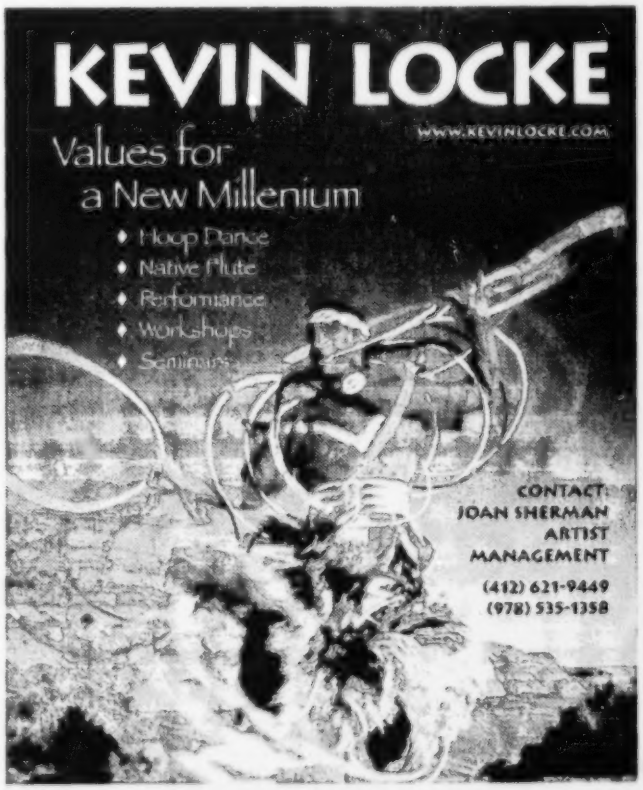
IMPORTANT!! YOUR ESSAY MUST BE TYPED!

THE GETTING-READY-FOR-COLLEGE BIBLIOGRAPHY

The following books are available from Octameron Associates. If you are interested, contact them for price information.

- **DON'T MISS OUT. The Ambitious Student's Guide to Financial Aid.** Describes federal, state, collegiate, and private scholarships. Worksheets to help compute costs.
- **THE A's AND B's OF ACADEMIC SCHOLARSHIPS:** Describes 100,000 scholarships for top students.
- **LOANS AND GRANTS FROM UNCLE SAM.** Everything you wanted to know about Financial Aid.
- **SAT SAVVY: Last Minute Tips and Strategies.** Tips and strategies to boost your confidence and your scores.
- **MAJORING IN SUCCESS: Building Your Career While Still in College.** Describes internships, volunteerism, cooperative education, and other opportunities for "experiential learning."
- **FINANCIAL AID OFFICERS. What They Do—To You and for You.** An inside view of how financial aid works. Donald Moore is the author.
- **BEHIND THE SCENES: An Inside Look at the Selective College Admission Process.** Edward B. Wall, former Dean of Admission at Amherst College, offers sage advice about how the admission process really works.
- **DO-IT WRITE: How to Prepare a Great College Application.** Former Dean of Admissions G. Gary Ripple helps you write essays that stand out in a crowd. He also covers the rest of the application so you complete the process with ease.
- **COLLEGE MATCH: A Blueprint for Choosing the Best School for You!** How to make sure you are applying to the right colleges.
- **CAMPUS PURSUIT: Making the Most of the Visit and the Interview.** Former Dean G. Gary Ripple encourages students to visit colleges in person and gives advice about the college interview—the kinds of questions to expect and ask, appropriate dress, and the importance of body language.
- **COLLEGE.EDU: On-Line Resources for the Cyber-Savvy Student.** A guide to the hundreds of useful sites on admission, financial aid, admission, and the use of the Internet.
- **CAMPUS DAZE: Easing the Transition from High School to College.** Author George Gibbs, former Dean of Admission and Freshman Life at Muhlenberg College, lets you know what to expect from Day One. Friends, pressures, responsibilities, campus life, things to avoid, things to do.
- **FINANCIAL AID FINANCER: Expert Answers to College Financing Questions.** A question and answer guide that explains hundreds of unusual family circumstances and tells parents how the financial aid process can work for them.
- **THE WINNING EDGE: The Student Athlete's Guide to College Sports.** Scholarship opportunities, NCAA rules and regulations, advice from coaches, sample athletic resumes, strategies, timetables, and worksheets to help you take your sport to college stress free.
- **COLLEGE SAVINGS RX: Investment Prescriptions for a Healthy College Fund.** How to build a healthy college fund without sacrificing future retirement goals or straining current budgets.
- **THE BEST 201 COLLEGES for the Real World.** President Michale Voilli of Robert Morris College helps you rethink the college selection process.

Thanks to Octameron Associates, P. O. Box 2748, Alexandria VA, 22301-2748, phone (703) 836-5480, fax (703) 836-5650, e-mail www.octameron.com.



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COMMENTS FROM STUDENTS

We frequently get letters from students but seldom publish them. The following letters are a sample of the many we receive. Where it is necessary to protect privacy we have not revealed names.

This letter is in regard to the scholarship I have received for my instrument training. I am most grateful for the financial support from Catching the Dream. I look back and stand amazed at my accomplishment, but know I did not do it alone. I am thanking you for your support and the financial help that got me through the toughest part of my training.

The training was very difficult in itself, and being away from family was hard. This past year my father passed on and it was overwhelming, as he was my only living parent. It had quite an effect on my flying and my ability to focus on studies. However, I inherited his strength and I was able to finish my Instrument Rating.

My heart has felt heavy these past few days for our country, but I have felt motivated to become a better person. It is now more than ever that I feel my role is to lead our youth by example, not to give up on themselves or this great country during these turbulent times. I am thankful to be able to live in a country that allows me the freedom to follow my dreams.

The investment put into the future of the students will be returned ten fold; education is true freedom for our people. Thank you so very much.

Teresa Lynch (Navajo) is in training in Florida to be the first Navajo woman commercial airline pilot. She will finish in 2002. She is from New Mexico. She is the first person in her family to complete college.

Ya'at'eeh! Greetings! I wanted to write a letter to express gratitude for the scholarship I have been awarded. On September 27, 2000 I started attending Stanford University.

It has been my dream to attend Stanford ever since I was a little girl. In April I was informed that I was accepted. Unfortunately, I did not think I would be able to matriculate because the cost of attending Stanford would cause much hardship for my family. Because of this award and some other scholarships I have received, I am attending Stanford!

I am so thankful that there are organizations such as Catching the Dream who are dedicated to helping Native American students make the dream of attending college a reality. By providing funds to help Native students, you are giving them an opportunity to grow and harvest new ideas.

I will do my best this year. All of my family members and my Shimasani (grandmother) are excited for me and are placing faith in me to do well. I will work hard so I will be able to return home to the reservation and give service to my people as a physician.

Tashina Etter (Dine') will complete her degree in 2004. She is the first person in her family to attend college.

Thank you for your concern about my situation. I realize that my grade point average has been alarming. The year 2000 was a trying year for me and my family. My uncle was diagnosed with a brain tumor and passed away. I don't like to use this as an excuse, but it did take some of my focus away from my studies. Seeing him deteriorate so rapidly was very hurtful.

I did go to summer school to make an effort to bring my grades up, which I did. I had a 4.0 grade point average this summer. I am sending a copy of my transcript with this letter.

I do attend all my scheduled classes; attendance is not a problem. I hope you can understand that there are certain circumstances that we have no control over, and my emotions have no off and on button.

(Name withheld)

TEACHER PORTFOLIO SYSTEM

For several years Tiospa Zina Tribal School on the Sisseton-Wahpeton reservation in Northeastern South Dakota has been requiring portfolios for students. Last year the school also developed a Teacher Portfolio System. The school has presented the portfolio at the NISBA meeting with great success—standing room only.

There are many benefits to having a teacher portfolio. The main benefit for the employer is a broader picture of the teacher using multiple assessments. The main benefits for the teacher are self-assessment, growth, documentation of successes, and a product for future job interviews. The abbreviated outline of the portfolio is:

TEACHER CREDENTIAL FILE
STANDARD 1: INSTRUCTION
STANDARD 2: CLASSROOM MANAGEMENT
STANDARD 3: MONITORING OF STUDENT PROGRESS
STANDARD 4: COMMUNICATING WITHIN THE EDUCATIONAL ENVIROMENT
STANDARD 5: PROFESSIONAL RESPONSIBILITIES.

For more information or a full copy of the outline, contact Dr. Roger Bordeaux, Superintendent, Tiospa Zina Tribal School, (605) 698-3954, roger@www.wambdi.bia.edu.

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- Better staff morale and performance
- Better writing skills for you and your staff
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GENERAL MANAGEMENT

- ❑ Management Planning
- ❑ Managing People
- ❑ Basic Supervision
- ❑ Improving Management Skills
- ❑ Business and Report Writing
- ❑ Communication for Results
- ❑ Motivating People
- ❑ Leadership and Motivation
- ❑ Effective Time Management

FUND RAISING AND HUMAN SERVICES

- ❑ How to Write Wining Proposals (our most popular one)
- ❑ Management of Nonprofit Corporations
- ❑ What Are You Doing with Your Impact Aid?
- ❑ Education and Culture in the Classroom
- ❑ Achieving Excellence in Indian Education
- ❑ Preparing Indian Students for College (our basic seminar)
- ❑ Basics of Fund Raising
- ❑ Basics of Boardsmanship

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- innovative - caring - community

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Publication Order Form

Qty	Title	Price	Total
	"The National Indian Grant Directory." Stacy Jenkins and Dean Chavers. 549 pages, 1999. ISBN 1-929964-00-5	$99.95	
	"The Secret of No Face." Chief Everett Parker and Oledoska. 184 pages, 1972 (reprint). ISBN 0-913246-01-8	18.95	
	"What Are You Doing With Your Impact Aid?" Dean Chavers and Robert Chiago. 170 pages, 1991.	35.00	
	"Basic Fund Raising: A Training Manual." Dean Chavers. 147 pages, 1986. ISBN 1-929964-03-X	39.95	
	"Management For the 90's." Dean Chavers, 120 pages, 1996. ISBN# 1-929964-04-8	39.95	
	"Preparing Indian Students for College." Compiled by the Recruitment Office of CTD. 130 pages, 1994. ISBN# 1-929964-05-6	39.95	
	"Exemplary Programs in Indian Education." Compiled by Dean Chavers. 1999, 3rd edition. ISBN #1-929964-01-3	39.95	
	"Exemplary Institute 2000 Proceedings." Dean Chavers. 279 pages, 2000.	69.95	
	"Deconstructing the Myths: A Research Agenda for American Indian Education." Dean Chavers. 80 pages. 2000. ISBN# 1-929964-06-4	24.95	
	"Research in Indian Education 2001." Dean Chavers et alia. 200+ pages, 2001. ISBN# 1-929964-08-0	49.95	
	"Indian Students and College Preparation." Dean Chavers. 39 pages, 2001.	10.00	
	"Indian Teachers and Indian Control." Dean Chavers. 19 pages, 2001.	Free	
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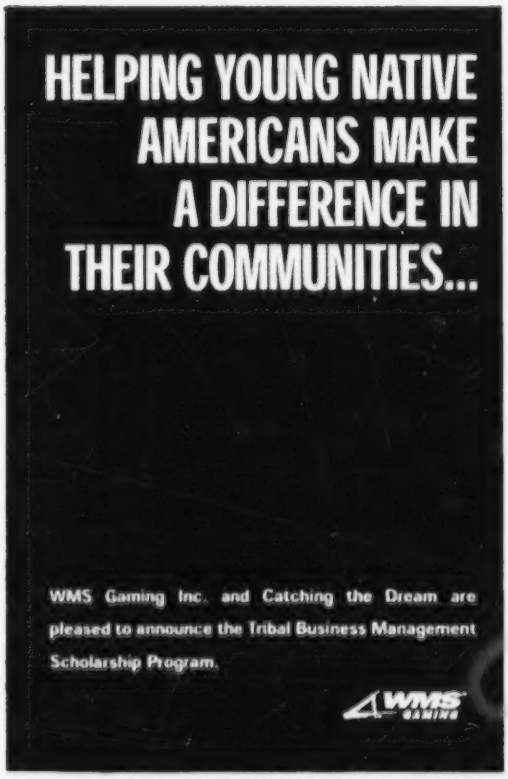
CTD SCHOLARSHIPS BY STATE

CTD students represent 27 states, much closer to representing all of Indian Country than in any past years. Indian Country is found in 35 states, with the other 15 having no reservations. The following data show the permanent address of students by state, with totals.

Alaska	5
Arizona	54
California	8
Colorado	1
Hawaii	1
Kansas	1
Kentucky	1
Maryland	1
Massachusetts	1
Michigan	1
Minnesota	1
Missouri	1
Montana	11
Nebraska	3
Nevada	5
New Mexico	46
New York	3
North Carolina	12
North Dakota	13
Oklahoma	21
Oregon	2
South Dakota	7
Texas	4
Utah	1
Washington	12
Wisconsin	2
Wyoming	1
	227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For more information, please contact Dean Chavers, Director of Catching the Dream, at (505) 262-2351

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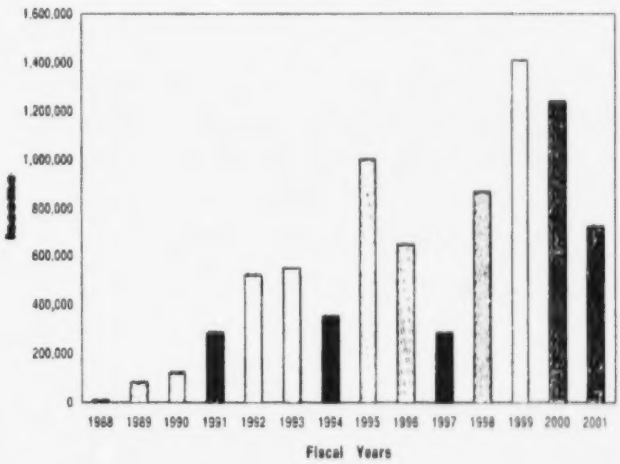
CTD GRADUATE STATISTICS

CTD graduates have earned the following types of degrees as of the end of FY 2001. Some students have earned more than one degree.

SCIENCE	
Biology	17
Chemistry	6
Medicine (MD, DO, DVM)	26
Physical Therapy	12
RN/BSN	10
Environmental Science	8
Other fields	21
	100
ENGINEERING	24
BUSINESS	50
EDUCATION	76
SOCIAL SCIENCES	62
OTHER FIELDS	71
GRAND TOTAL	**383**

We will send you a detailed list upon request.

CTD INCOME



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